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ABSTRACT

The guide lists 1,097 resources (periodicals, media, books, papers, dissertations, modules, and other items) on the topic of mainstreaming handicapped children. Entries are organized alphabetically by author's last name and include title, source, date and brief description. Twenty-two topics are considered: assessment, attitudes, cooperative relationships, effectiveness research, evaluation, exceptionalities, general implementation, instructional alternatives, law/legislation, least restrictive environment, minimum competency testing, model programs, other bibliographies, personnel, preschool/early childhood, rationale, school plant, strategies/techniques, success stories, teachers groups/unions, and vocational education. (Author/CL)

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A MAINSTREAMING RESOURCE GUIDE: AN ABSTRACT BIBLIOGRAPHY

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Compiled by James E. Clay

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A MAINSTREAMING RESOURCE GUIDE:
AN ABSTRACT BIBLIOGRAPHY

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The purpose of this resource guide is to compile a comprehensive listing of resources available in the area of mainstreaming. Materials include periodicals, media, books, papers, dissertations, modules and other resources. The materials are categorical into twenty-two topics: assessment, attitudes, cooperative relationships, effectiveness research, evaluation, exceptionalities, general, implementing, instructional alternatives, law/legislation, least restrictive environment, minimum competency testing, model programs, other bibliographies, personnel, preschool/early childhood, rationale, school plant, strategies/techniques, success stories, teachers groups/unions, and vocational education. An abstract of each resource is included. 1,097 resources are in the resource guide.

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ASSESSMENT

Chapman, E. K. Visual handicaps in your classroom. Special Education: Forward Trends, 1979, 6(3), 15-16.

The role of a teacher in working with visually handicapped children in regular classes is discussed. The use of remedial materials, low-vision aids and adaptations are included.

Fankhauser, G., Fazio, A., Giesseman, N., Hailey, J., Hering, S., & Oliver, A., The First Chance Project. Individual assessment. Piedmont, CA: Alpha Plus Corporation, 1977. (ERIC Document Reproduction Service No. ED 138 368)

The document contains a 44-page child assessment checklist. This project was a program designed to integrate the handicapped into the regular classroom. Six skill areas of child development are detailed.

Naylor, W. M. The effect of special education simulation on elementary principals' idealized concept of role (Doctoral dissertation, University of Minnesota, 1976). Exceptional Child Education Resources 1978, 9, No. 3526. (University Microfilms No. 76-27, 915)

Twenty-six rural elementary principals participated in a study to determine if elementary principals, as a result of assuming the role of special education director in a simulated interdistrict cooperative setting, were able to shift toward more participative concepts of role than a control group who did not experience the simulation.

Nystrom, R. K. Standardized achievement measurement with the educationally handicapped--normalization or further segregation? (Doctoral dissertation, University of Southern California, 1976). Exceptional Child Education Resources, 1977, 9, 1687. (University Microfilms No. 76-23, 091)

A study involving 112 mainstreamed learning disabled and/or emotionally disturbed pupils concluded that groups of up to at least eight educationally disturbed handicapped children can be tested without significant behavioral effect on test results, and that utilization of an achievement test suited to the reading level rather than the nominal grade provides technically excellent measurement results.

Scholl, G. T. Visually handicapped children in the regular classroom. Teacher, February 1978, pp. 79-80.

The author describes the role of the teacher and what can be done in adjusting handicapped students to a normal classroom environment.

Traylor, E. B., & Schoff, M. J. Mainstreaming: Ethnography of the emerging role of special education teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada, March 1978. (ERIC Document Reproduction Service No. ED 154 554)

Utilizing observational field research methodology, two special education teachers were observed daily for a year. Observations were analyzed to describe the teachers' roles in the school system.

Weinberg, R. A. & Wood, F. (Eds). Observation of pupils and teachers in mainstream and special education settings: Alternative strategies. Minneapolis, MN: University of Minnesota, 1975. (ERIC Document Reproduction Service No. ED 108 423)

The papers focus on four systematized methods of classroom observation. Stressed is the importance of formal, systematic observation as a tool for reviewing and recording pupil behaviors and insuring that the individual child's needs are met in both the mainstream and special education settings.

ATTITUDES

Aiello, B. Showing normal pupils what it's like to be handicapped. *New York Times*, November 13, 1977, Section 12, p. 18.

"Understanding Children with Special Needs" is a program that was developed in response to requests by parents of handicapped children. It helps normal children and teachers learn how handicapped children must struggle to keep up with them in daily classroom activities.

Alexander, C. and Strain, P. S. A review of educators' attitudes toward handicapped children and the concept of mainstreaming. *Psychology in the Schools*, 1978, *15*, 390-96.

Literature is reviewed on the attitudes of educators toward handicapped children and the concept of mainstreaming these youngsters into the regular classroom. Other research reviewed includes that which documents the relationship between teachers' attitudes toward individual pupils and the differential instructional treatment of children.

Algozzine, B. and Curran, T. Teachers' prediction of children's school success as a function of their behavioral tolerances. *The Journal of Educational Research*, 1979, *72*, 344-47.

Forty-four regular elementary classroom teachers with different levels of tolerance for selected behaviors were asked to rate a hypothetical child rated as to the likelihood of success in a regular classroom within several areas of possible performance. Analyses of the results indicated that ratings of interaction potential were differentially influenced according to tolerance for socially defiant behaviors.

Allen, J. Y. A study to compare the belief systems and attitudes of selected preservice teachers toward the handicapped and mainstreaming (Doctoral dissertation, the University of Toledo, 1978). *Exceptional Child Education Resources*, 1979, *11*, No. 4348.)

The major finding was that the special preservice teachers had significantly more negative attitudes toward the handicapped, as measured by the *Attitude Toward Mainstreaming Inventory* and *Rucker Gable Educational Programming Scale*, than did elementary or preservice teachers.

Aloia, G. F. A systematic examination of the stereotypic influence of the label "educable mentally retarded" on the initial expectations of elementary school teachers regarding mainstreamed children (Doctoral dissertation, University of California--Riverside, 1976). *Exceptional Child Education Resources*, 1979, *10*, No. 4246. (University Microfilms No. 77-27, 150)

Results indicated that the label "EMR" tended to operate in a stereotypic manner by having a differential influence across four areas: the child's academic potential and behavioral traits, the teacher's ability to handle the child and the strength to the label's stereotype.

Aloia, G. F., Beaver, R. J., & Pettus, W. F. Increasing initial interactions among integrated EMR students and their nonretarded peers in a game-playing situation. American Journal of Mental Deficiency, 1978, 82, 573-579.

Two ways of increasing initial interaction among five seventh and eighth grade integrated EMR students and their non-retarded classmates in a game-playing situation were examined.

Amerling, S. M., A study of the characteristics of teachers for and against the mainstreaming of special education students (Doctoral dissertation, United States International University, 1977). Exceptional Child Education Resources, 1980, 12, No. 1052. (University Microfilms No. 7909499)

Findings from a study involving 83 regular class elementary teachers indicated that all teachers favoring mainstreaming special education students had a higher percentage of accurate perceptions of the special child than those against mainstreaming except for those with over 21 years teaching experience.

Antonak, R. F., A hierarchy of attitudes toward exceptionality. Journal of Special Education, 1980, 14, 231-41.

The results illustrate the usefulness of ordering theory, a new measurement model, for building a theory concerning the interrelated network of attitudes toward exceptionalities.

Babcock, E. V. A special education mainstreaming process (Doctoral dissertation, Saint Louis University, 1977). Exceptional Child Education Resources 1979, 11, No. 1582. (University Microfilms No. 78-00470)

A special education mainstreaming process was developed, implemented and tested in California. Parents, students, and staff of the 14 elementary schools involved in the program were tested and/or surveyed. All participants expressed approval of the program.

Ballard, M., Gottlieb, J., Corman, L. and Kaufman, M. J. Improving the social status of mainstreamed retarded children. Journal of Educational Psychology, 1977, 69, 605-11.

Thirty-seven mainstreamed EMR children in grades 3, 4 and 5 were randomly assigned to a control group or to an experimental treatment given during regular class activities for the purpose of improving their social status among nonretarded classmates. By 2 to 4 weeks following completion of treatment, the nonretarded children's social acceptance of their experimental peers improved significantly more than that of the control children.

Behrens, K. A. M., Perceptions of principals, resource room teachers and regular class teachers regarding mainstreaming the hearing impaired (Doctoral dissertation, Fordham University, 1979). Exceptional Child Education Resources, 1980, 12, No. 2289. (University Microfilms No. 7920659)

This study found that principals, resource teachers, and regular class teachers were accepting of mainstreaming; principals perceived that more team support, individualization, and facilities and resource existed in the real resource room program and should exist to a greater extent in the ideal program than did regular class teachers.

Berrigan, C. R. Effects of an inservice education workshop on the attitudes of regular classroom teachers toward disabled students (Doctoral dissertation, Syracuse University, 1979). Exceptional Child Education Resources, 1981, 12, No. 5155. (University Microfilms No. 8004488)

Four six-hour workshops involving 251 elementary regular class teachers were found to significantly affect the attitudes of regular classroom teachers regarding their acceptance of disabled students in their classes.

Berryman, J. D., Neal, W. R. Jr., Robinson, J. E. The validation of a scale to measure attitudes toward the classroom integration of disabled students. Journal of Educational Research, 1980, 73, 199-203.

Validation of a scale measuring preservice and inservice teacher attitudes toward mainstreaming is discussed.

Bond, R. & Weisgerber, R. Mainstreaming the handicapped in vocational education. Developing a positive attitude. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Service No. ED 142 768)

The purposes of this module are to facilitate an understanding of attitudes and how they affect learning, to understand the bases for attitudes and to develop practical living skills in solving problems which involve attitudes and feelings that can affect success in teaching handicapped students in regular classes.

Bookbinder, S. Mainstreaming: What every child needs to know about disabilities. The Meeting School Curriculum for grades 1-4. Boston, MA: The Exceptional Parent Press, 1978. (Exceptional Child Education Resources, 1979, 11, No. 3984.)

The curriculum guide includes background information on the program as well as units on blindness, deafness, physical disability, and mental retardation. Each unit has five components: simulation activities, exposure to aids and appliances, suggestions for guest speakers, lists of books, movies, slides and videotapes and class discussion ideas.

Bosman, R. G. A comparison between the perceived concerns of elementary school principals and teachers toward mainstreaming (Doctoral dissertation, Northern Illinois University, 1979). Exceptional Child Education Resources, 1980, 12, No. 2389. (Univeristy Microfilms No. 7924369)

Findings of the study were that both groups expressed concerns typical of nonusers of an innovation; that principals were more concerned with the effect of mainstreaming on students and colleagues while teachers were more concerned with the effect on themselves; and that teachers with more years of teaching expereince tended to be less concerned and negative toward mainstreaming than did teachers with fewer years of experience.

Bowan, L. Guess who's coming to class? Early Years, May 1977, pp. 30-40; 62-3. (Available from Allen Raymond, Inc.)

A teacher describes her program that prepares young orthopedically handicapped children for integration into regular classrooms.

Brant, L. "It isn't easy being special"--I like you when I know you: Attitudinal barriers to responsive vocational education for handicapped students. Columbus, OH: National Center for Research in Vocational Education, 1979.

This document is designed to help all individuals understand the needs of special learners. It helps individuals overcome attitudinal barriers toward students with special needs.

Brown, J. Perceptions of special and regular education personnel in Iowa regarding mainstreaming, alternative educational strategies and responsibilities (Doctoral dissertation, Iowa State University, 1978). Exceptional Child Education Resources, 1980, 11, No. 5496. (University Microfilms No. 7907238)

Analysis of opinionnaries mailed to 15 area education agencies revealed significant differences among Ss' attitudes toward mainstreaming. Agreement was found for concepts of cooperative planning and staffing of handicapped pupils, team teaching, use of educational aides, and reduction of regular class size when handicapped pupils are mainstreamed.

Buletza, R. W. Knowledge and attitudes expressed toward the mainstreaming process by preservice and certified elementary teachers (Doctoral dissertation, Western Michigan University, 1979). Exceptional Child Education Resources, 1980, 12, No. 3736. (University Microfilms No. 7925339)

A survey of 115 preservice and 245 certified teachers revealed that as perceived knowledge increased, positive attitudes toward mainstreaming increased; and that among certified teachers, positive attitudes toward mainstreaming decreased as experience increased.

Buttery, T. J. Affective response to exceptional children by students preparing to be teachers. *Perceptual and Motor Skills*, 1978, *46*, 288-290.

Subjects' affective response to exceptional children was higher when they perceived having only a single exceptional child vs. many in a regular classroom.

Buttery, T. J. Preservice teachers' affective responses to exceptional children. *Southern Journal of Education Research*, 1979, 13(2), 65-69.

A semantic differential was administered to 53 early childhood elementary and middle school education majors who had completed a required training program dealing with exceptional children. Ss preferred working with a group of exceptional students as compared to a single child.

Byrnes, M. A. Positive attitudes: A must for special programs in public schools. *Teaching Exceptional Children*, 1976, *8*, 82-84.

A teacher gives an account of her experiences in attempting to reintegrate elementary grade learning and behavior problem students into the mainstream of school activities, and emphasizes the importance of positive attitudes toward exceptional children in the schools.

Carey, J. A. The interrelationship between teacher skill knowledge, attitude toward, knowledge of and behavioral interactions with handicapped children in the regular classroom (Doctoral dissertation, The University of Connecticut, 1978). *Exceptional Child Education Resources*, 1979, *11*, No. 1634. (University Microfilms No. 7803678)

Findings of this study involving 40 teachers and two designated target children (one handicapped and one nonhandicapped) from each teacher's class were that there were no significant differences between either teacher skill knowledge or placement knowledge and teacher interactions with the handicapped.

Carrol, A. & Purdy, J. *Inservice program development to assist teachers to effectively serve students with exceptional needs in the mainstream*. Goleta, CA: Santa Barbara County Schools, 1978. (ERIC Document Reproduction Service No. ED 162 453)

This report describes the development and validation of simulation-based inservice materials designed to positively change the attitudes of regular elementary teachers toward mainstreamed handicapped children.

Chafin, P. and Peipher, R. A. Simulated hearing loss: An aid to inservice education, *Mental Retardation*, 1979, *17*, 255-57.

An experience simulating hearing loss was structured as an integral part of the overall training program for child-care workers in a private residential center. Those involved in the study reported a greater awareness of the psychological difficulties encountered by the hearing impaired after having experienced a period of simulated deafness.

Clark, E. A. Teacher attitudes toward integration of children with handicaps. Education and Training of the Mentally Retarded, 1976, 11, 333-35.

Brief exposure of those anticipating involvement in integrated programs to the field of special education may result in more confident and competent program personnel.

Cleary, M. E. Helping children understand the child with special needs. Children Today, July/August 1976, pp. 6-10.

The author describes a program for teaching teachers to help children understand the special needs of handicapped children through the use of group discussions, agency experts, handicapped guests, role playing activities, visual aids and field trips.

Cohen, S. Accepting individual differences (SIF). Niles, IL: Developmental Learning Materials, 1977.

The AID Curriculum is organized into sequential steps to be used to educate teachers, parents, and students about specific handicaps and stresses similarities and feelings shared by the handicapped and nonhandicapped alike.

Cohen, S. Improving attitudes toward the handicapped. Educational Forum, 1977, 42, 9-20.

This article discusses how to develop receptivity in the mainstream toward the handicapped.

Cole, H. P. Growth of attitudes, knowledge, and skill required by P. L. 94-142 among preservice teachers. Paper presented at the University of Missouri, St. Louis; First Behavioral Studies Conference, October 20-21, 1978. (ERIC Document Reproduction Service No. ED 161 845)

Provided is the description of a course designed for preservice education students, with the objective of developing positive attitudes toward handicapped students and basic knowledge and beginning skills needed to instruct a wide variety of handicapped children in regular classroom settings.

Corder, B. Secondary teachers' perceptions toward the handicapped. American Secondary Education, 1981, 11(2), 29-30.

It appeared from the scale that the teachers included in the sample were either unwilling or felt unqualified to teach handicapped individuals. Without informing and training regular educators about limitations and assets of the handicapped, special education may continue to see the negative attitudes of regular teachers strengthen.

Crook, P. & Plaskon, S. P. Getting to know the handicapped through literature, Curriculum Review, 1980, 19, 240-43.

Through fictional characters children can learn to reach out and experience the isolation of the disabled. A list of children's books that foster positive attitudes toward the disabled is included.

Cronk, M. S. Attitude change toward trainable mentally retarded: "Mainstreaming in reverse." Paper presented at the Annual International Convention, the Council for Exceptional Children, Dallas, TX, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 007)

An assessment was made of change in attitude toward TMR students of 42 adults (P.T.A. and teachers of experimental group) and 127 children. As a result of a special instruction and an integrated program, it appeared that the special activities program used with the experimental groups had some influence in changing the attitudes of the PTA Board members toward mental retardation and the mentally retarded at the TMR level, as well as the attitudes of the regular school children toward the TMR's in the TMR classroom.

Cronk, M. S. Attitude change toward trainable mentally retarded: "Mainstreaming in reverse." Paper presented at the World Congress on Future of Special Education, Stirling, Scotland: June 25-July 1, 1978. (ERIC Document Reproduction Service No. ED 158 509)

The effect of special instruction and an integrated program on attitudes toward trainable mentally retarded students was assessed with 42 adults and 127 elementary children. The most significant change occurred with the experimental adult group who attended a slide-talk presentation and visited a TMR classroom.

DeLeo, A. V. The attitudes of public school administrators and teachers toward the integration of children with special needs into regular education programs. (Doctoral dissertation, Boston College, 1976). Exceptional Child Education Abstracts, 1977, 9, No. 839. (University Microfilm No. 76-18, 930)

The director of special education had the most favorable attitude toward mainstreaming consecutively followed by special education teacher, the principal and the regular teacher, who was most unfavorable. Medium and small communities tend to be most favorable toward integration in general.

Dewar, R. L. Attitudes of elementary teachers toward handicapped students (Doctoral dissertation, University of Missouri--Columbia, 1977). Exceptional Child Education Resources, 1979, 11, No. 1635. (University Microfilms No. 7803706)

Conclusions from data on 286 elementary teachers revealed that the Teacher Preference Scale for Progressive Integration of Exceptional Children is a valid and reliable instrument for measuring attitudes of elementary teachers, and that teacher groups even though separated by geographic region, school classification, experience, grade taught, degree held or certification may be expected to respond to the scale in a homogeneous manner.

Dexter, B. L. Teach unto teachers as you would have them teach unto children. Papers presented at the World Congress on Future Special Education, Stirling, Scotland, June 25-July 1, 1978. (ERIC Document Reproduction Service No. ED 157 340)

Sensitivity activities are described. Simulation activities help adults learn both effectively and affectively about learning problems through active participation in the learning of new skills under "handicapping" conditions.

Duncan, E. A sense of hope. Human Behavior, May 1978, pp. 43-48. (Exceptional Child Education Resources, 1978, 10, No. 2707.)

Questions concerning the pupil's new mainstreaming situation include whether his presence in the classroom will cause other children to come close to him or simply ignore him, and whether the other children are sublimating their feelings of discomfort toward him rather than facing the feelings more openly.

Dunst, C. J. Attitudes of parents with children in contrasting early education programs. Mental Retardation Bulletin, 1976, 4, 120-32. (Exceptional Child Education Resources, 1977, 9, No. 1510.)

Results indicated that parents of both handicapped and nonhandicapped children in an integrated program responded more favorably to 16 of the 18 questionnaire items representing what were considered measures of positive attitude. Parents whose children were in segregated settings responded less favorable and expressed negative stereotypic beliefs on items assessing such attitudes.

Emerton, R. G., & Rothman, G. A study of attitudes toward deafness and its implications for mainstreaming. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, April 1977. (ERIC Document Reproduction Service No. ED 140 524)

Described is a 6-month study involving 30 college students conducted to investigate what happens when hearing students are confronted with deaf students on a daily basis.

Emerton, R. G., & Rothman, G. Attitudes towards deafness: Hearing students at a hearing and deaf college. American Annals of the Deaf, 1978, 123, 588-93.

A six month study of attitudes held by hearing students toward deafness on an integrated deaf - hearing campus examined changes in attitudes that are theoretically to be expected when ideal cultural norms confront real norms of daily life.

Feeling Free (Part I) Englewood Cliff, NJ: Scholastic's Feeling Free, 1978.

This series consists of six films that let students share the lives and feelings of the handicapped.

Feeling Free Classroom Unit (Part 2). Englewood Cliffs, NJ: Scholastic's Feeling Free, no date.

This series of books is about all kinds of people with handicaps and how they cope.

Feitler, F. C. & DuBasik, V. *Attitudes of regular classroom teachers toward EMR students*. Paper presented at the Convention of the American Educational Research Association, Toronto, Ontario, March 27-31, 1978. (ERIC Document Reproduction Service No. ED 155 857)

Findings suggested that regular teachers see a need for experimentation regarding the teaching of EMR students, that regular teachers would accept EMR students for academic subjects if they can perform the work, and that the regular teacher is receptive to the EMR teacher's recommendation that the EMR student be placed in the regular classroom.

Feldman, D., & Altman, R. *Effects of teacher conceptual system and two pupil variables of EMRs on attitudes toward integration*. Paper presented at the International CEC Conference in Kansas City, MO, May 1978. (ERIC Document Reproduction Service No. ED 189 779)

This report discusses investigation that explored the effects of personality constructs of regular teachers and EMR pupil variables of race and school behavior on teachers' attitudes toward mainstreaming. Results showed that children with behavior problems were not welcomed by concrete style teachers and Black EMR students were more acceptable to abstract style teachers.

Fiorentino, M., Jr. A study of the effects of a short-term inservice education program on regular classroom teachers' attitude and knowledge of mainstreaming (Doctoral dissertation, University of Massachusetts, 1978). *Exceptional Child Education Resources*, 1979, *11*, No. 3129. (University Microfilms No. 7810714)

A short-term inservice program contributed to significant positive attitude change of 46 elementary teachers toward mainstreaming on five attitude dimensions (mild, moderate, mental retardation, learning disabled and total). Knowledge gains of correct educational placement were found only for the mental retardation dimension.

Fitzpatrick, J. L., & Beavers, A. *Mainstreaming and the handicapped: Teacher, administrator, and community attitudes*. Paper presented at the American Educational Research Association in Toronto, Ontario, Canada, March 1978. (ERIC Document Reproduction Service No. ED 154 555)

Participants in an inservice workshop and a graduate course were surveyed concerning their perceptions of community attitudes toward the handicapped, the support school systems will provide in implementing P.L. 94-142, and current level of implementation in their local schools. Participants' perceptions of community awareness and the degree of school support were neutral to low.

Foster, S. L. and O'Leary, K. D. Teacher attitudes toward educational and psychological services for conduct problem children. *Journal of Abnormal Child Psychology*, 1977, *5*, 101-111. (*Exceptional Child Education Resources*, 1978, *10*, No. 398.)

Ninety-nine elementary school teachers participated in a survey designed to assess teacher attitudes toward and experience with a variety of strategies of dealing with conduct problems in regular classes. Results showed that a majority of teacher favored placing conduct problem children in regular rather than special classes.

Fox, C. L. Peer acceptance of exceptional children in the regular classroom (Doctoral dissertation, University of California, Los Angeles, 1978). *Exceptional Child Education Resources*, 1980, *11*, No. 5359. (University Microfilms No. 7901357)

Findings of the study involving 86 fourth, fifth and sixth grade low, socially accepted exceptional children and 86 high, socially accepted same sexed nonhandicapped classmates revealed that ratings of Ss left in the classroom without any planned peer interaction decreased and that female Ss paired to discover mutual interest were more accepting of one another than females paired on academic activities.

Freeman, R. N. *Life in the classroom: Teacher interaction with successful and unsuccessful pupils*. Paper presented at the Annual International Convention of the Council for Exceptional Children, Philadelphia, PA, April 1980. (ERIC Document Reproduction Service No. ED 187 044)

Teacher attitude toward integration of mildly handicapped students in the regular classroom was studied with 32 successful and 32 unsuccessful students. There was a statistically significant difference in the physical distance between the teacher and the two groups studied. Teachers interact differently with successful and unsuccessful students.

Gale, J. I was always the last one. *Teacher*, December 1977, pp. 56-58.

A first-hand account of what it's like to be a learning disabled child in a regular classroom.

Gay, N. Effects of two instructional designs on attitudes of teachers toward mainstreamed exceptional students (Doctoral dissertation, East Texas State University, 1976). *Exceptional Child Education Resources*, 1978, *9*, No. 3569. (University Microfilms No. 77-480)

Findings revealed that the 17 control Ss were significantly more positive toward the concept learning disabled in the regular classroom than the experimental group and that secondary teachers in the control group had significantly more positive scores toward the concepts of individualized instruction and educable mentally retarded in the regular class than secondary teachers in the experimental group.

Gear, G., Clark, A., Donaldson, C., Peat, I., & Butler, K. Matt: The mentally retarded child in your classroom. Birmingham, AL: The University of Alabama at Birmingham, The Interrelated Teacher Education Project, 1979. (ERIC Document Reporduction Service No. ED 176 457)

Sections address the following areas: reasons for mainstreaming, definition of mental retardation, assessment, suggested readings for teachers and students, personalized curricula, and general teaching techniques for the mentally retarded child.

Gear, G., McCormick, L., Peat, I., & Donaldson, C. Mark and Amy: The disturbing children in your classroom. Birmingham, AL: The University of Alabama at Birmingham, The Interrelated Teacher Education Project, 1979. (ERIC Document Reproduction Service No. ED 176 456)

Sections address the following areas: characteristics, identification, teaching methods and resources.

Gickling, E. E. and Theobald, J. T. Mainstreaming: Affect or effect. Journal of Special Education, 1975, 9, 317-28.

A 46 item questionnaire designed to assess teacher attitude toward mainstreaming mildly handicapped students and communication between regular and special education was completed by 230 regular educators and 96 special educators.

Glazzard, M. H. The Meet series. Lawrence, KS: H and H Enterprises, Inc., 1978.

These books explain four exceptionalities: TMR, LD, hearing impaired and multihandicapped. These books are appropriate for use at the primary level. A record accompanies each book.

Glick, H. M., Schubert, M. & Bauer, D. Simulating handicapped conditions. Dayton, OH: Wright State University, 1979.

Simulations are provided to help participants experience some of the feelings an exceptional learner may have when attempting tasks in traditional ways.

Gorman, P. P. Orienting children in regular schools toward impairments. Australian Journal of Mental Retardation, 1979, 5(5), 13-18.

The author discusses audiovisual materials and other educational techniques which may facilitate the integration of children with mental, physical and sensory impairments in the regular classroom. Emphasis is on the introduction of impairments to the nonhandicapped population.

Gottlieb, J., Semmel, M. I., & Veldman, D. J. Correlates of social status among mainstreamed mentally retarded children. Journal of Educational Psychology, 1978, 70, 396-405.

Teachers and peers rated retarded children on the dimensions of misbehavior and academic performance. Perceived academic incompetence was associated with the EMR children's levels of social acceptance, whereas perceived misbehavior was assocated with social rejection by peers. Exposure to nonretarded children did not relate significantly to retarded children's social status.

Greene, W. R. Teacher attitude in Nevada toward inclusion of mentally retarded children in the public schools (Doctoral dissertation, Illinois State University, 1976). Exceptional Child Education Resources, 1978, 10, No. 1038. (University Microfilms No. 776682)

No significant differences between male and female teachers, levels of formal education, or years of experience were found in attitudes toward including mentally retarded pupils in regular classrooms; however, there were significant differences between regular and special education teachers.

Gross, J. C. Making mainstreaming work. Curriculum Review, 1978, 17, 254-257.

The author expresses the concerns of administrators, teachers, parents and children regarding placement of special children in regular classrooms. He suggests that the teacher's attitude is crucial in setting up an environment in which constructive interaction between normal and special children can take place.

Grossi, J. A. The Chapel Hill study of the impact of mainstreaming handicapped children in Region IV Head Start. Chapel Hill, NC: Chapel Hill Training--Outreach Project, 1975. (Exceptional Child Education Resources.) 1975, 9, No. 1952.

Presented are the findings of the Chapel Hill study of the impact on the attitudes of Region IV Head Start personnel on the mainstreaming of handicapped children.

Gullotta, T. P. Teacher attitudes toward the moderately disturbed child. Exceptional Children, 1974, 41, 49-50.

This study investigated teacher attitudes and expectations in treating a moderately disturbed youngster.

Gunderson, L. Who is this stranger? *Academic Therapy*, 1978, *14*, 99-102.

A learning disabilities group teacher in an elementary school describes how she improved relations with regular class students and teachers by bringing her group to other classes to perform science experiments.

Hall, C. C. Introducing sighted children to visual handicaps: A short program description. *Education of the Visually Handicapped*, 1976, *8*, 91-94.

Twenty-five (25) sighted children (ages 4 to 7) were introduced to visual handicaps through a program involving demonstrations of aid for the blind at a public library. The program included four parts: introduction, demonstration of materials, free time playing and ongoing exhibit of materials.

Halpert, J. J. Social effectiveness and reintegration of mentally retarded pupils (Doctoral dissertation, Yeshiva University, 1978). *Exceptional Child Education Resources*, 1979, *11*, No. 4190. (University Microfilms No. 7816112)

The study examined the question of whether 12 previously labeled EMR junior high school students can facilitate their own reintegration by employing newly learned social effectiveness skills on their mainstreamed teachers. Findings revealed support for the hypothesis that teacher behavior will be significantly more negative toward EMR students under conditions where EMR students are not employing any systematic intervention on behalf of visiting positive teacher behaviors toward the given student.

Harasymiw, S. J. and Horne, M. D. Teacher attitudes toward handicapped children and regular class integration. *Journal of Special Education*, 1976, *10*, 393-400.

This study concluded that teacher opinions and attitudes on integration issues can be modified through an inservice program to provide teachers with new knowledge about the handicapped, classroom experiences in working with special needs children and the support of administrators and resource personnel.

Hartnett, M. S. A comparison of concerns of elementary teachers, administrators, and special educators toward the concept of mainstreaming the mildly handicapped in selected Nebraska Public Schools (Doctoral dissertation, the University of Nebraska--Lincoln, 1979). *Exceptional Child Education Resources*, 1980, *12*, No. 2294. (University Microfilms No. 7920994)

Conclusions derived from data taken from 145 respondents were that asministrators need to become aware of teachers' concerns about mainstreaming, that administrators should make provisions so that teachers and special education teachers can plan and work together and provisions should be made to provide all teachers with experiences with handicapped children.

Hello everybody...: Mainstreaming package. Pasadena, CA: SFA James Stanfield Films Associates, 1977. (Exceptional Child Education Resources, 1978, 10, No. 3131.)

The filmstrips focus on the daily lives of handicapped students and acceptance of the handicapped by students and regular teachers.

Hewitt's just different. Paramus, NJ: Time-Life, 1978. (Film) Facts: 47 minutes/color/16mm

This sensitively told story is about 12-year-old Willie Arthur who is able to accept his retarded 16-year-old retarded neighbor, Hewitt, because of his special skills in baseball. Hewitt is able to advise Willie on how to improve his baseball skills. After Willie becomes a member of the baseball team, he faces the dilemma of reconciling his friendship with Hewitt with his desire to be with his normal peers.

Hirshoren, A. and Burton, T. Willingness of regular teachers to participate in mainstreaming handicapped children. Journal of Research and Development in Education, 1979, 12(4), 93-100.

Sixty-seven Georgia teachers were surveyed on their opinions about the most appropriate educational placement for handicapped children, by type and severity of handicap. Respondents were more willing to accept behaviorally and physically handicapped children into their classrooms than the mentally retarded.

Hornburger, J. M. and Shapiro, P. P. The law and children's literature. Teacher Educator, 1977, 12(4), 28-34.

Reading materials for the mentally and/or physically handicapped child are suggested to aid the classroom teacher in assimilating the exceptional child into the mainstream classroom.

Horne, M. D. Attitudes and mainstreaming: A literature review for school psychologists. Psychology in the Schools, 1979, 16, 61-67.

Studies indicate that neither parents, peers, nor professionals may be expected to hold positive attitudes toward these students or be competent providers of positive growth experiences. Existing evidence supports the need for comprehensive training.

Hughes, J. H. Attitude is keystone to success. School Shop, April 1978, pp. 76-80.

The author discusses the importance of and implications of teacher attitude toward mainstreaming the handicapped. The author points out the major factors influencing attitudes, describes methods for changing teacher attitudes, and lists constructive attitudes for teachers to adopt.

Hughes, J. H. Relationship of selected variables to attitudes of vocational education teachers toward mainstreaming the handicapped students (Doctoral dissertation, The University of North Carolina at Chapel Hill, 1978). Exceptional Child Education Resources, 1980, 11, No. 5363. (University Microfilms No. 7900467)

It was found that there was no significant relationship between vocational education teachers' progressive educational orientation and attitudes toward mainstreaming. No consistent patterns of significant differences between vocational education teachers accepting of mainstreaming existed.

I'm just like you: Mainstreaming the handicapped. Pleasantville, NJ: Sunburst Communications, 1977. (Exceptional Child Education Resources, 1979, 11, No. 1564.)

The objective of this film is to help teachers prepare students and parents to accept the handicapped child in the regular classroom. The film uses interviews with handicapped children to present the academic, physical, and emotional problems that may arise, to give coping strategies and to teach basic communication skills needed to deal effectively with the handicapped.

Ingram, S. H. An assessment of regular classroom teachers' attitudes toward exceptional children subsequent to training in mainstreaming (Doctoral dissertation, University of Michigan, 1976). Exceptional Child Education Abstracts, 1977, 9, No. 1653. (University Microfilms No. 79-19, 163)

Data gathered on 143 teachers on the effects of an inservice program in mainstreaming on attitudes towards exceptional children and self-concept indicated that participants scored more like special education teachers in attitude and self-concept, with their mean attitudinal scales higher than those of special educators.

Johnson, D. W. and Johnson, R. T. Many teachers wonder....will the special-needs child ever really belong? Instructor, February 1978, pp. 152-54.

Presented is a teaching strategy for mainstreaming that improves performance and builds positive relationships between handicapped and nonhandicapped students.

Johnson, J. E. Preferences and opinions of regular education teachers on the placement of educationally handicapped students in regular school programs. Los Angeles, CA: Micrographics Department, University of Southern California, 1976. (*Exceptional Child Education Resources*, 1978, *10*, No. 987.)

Analysis of opinions and preferences of 250 elementary and secondary regular class teachers regarding the placement of educationally handicapped students indicated that 65% felt educationally handicapped students should be in regular classes at least part of the day; 69% said that regular teachers without special education training but with support services could teach mainstreamed educationally handicapped students, and 73% agreed that responsibility should be shared by regular and special educators.

Keilbaugh, W. S. Attitudes of classroom teachers to their visually handicapped students. *Journal of Visual Impairment and Blindness*, 1977, *71*, 430-34.

Those having previous contact with the visually impaired and those who had previous exposure to special education were slightly more positive in their attitudes toward the students. Most teachers thought the four areas investigated were important, but showed a lack of agreement over standards that the visually handicapped student should be required to meet in the regular classroom.

Kendall, R. M. G. *The correlative attitudes of a selected group of regular education teachers in the Detroit Public Schools regarding mainstreaming*. Doctoral dissertation, The University of Michigan, 1979.

Findings of a study of the attitudes of regular education teachers toward mainstreaming showed no significant relationship to the factors of sex, age, years of teaching, degree level, number of inservice special education courses, number of handicapped students mainstreamed into classes or teaching position.

Kitano, M. K. Helping pupils get along: Classroom activities. *Pointer*, Fall 1979, pp. 88-91.

Activities for fostering relationships between handicapped and non-handicapped children in the mainstreamed classroom are presented.

Koch, A. S. Changing attitudes toward blindness: A role-playing demonstration for service clubs. *New Outlook for the Blind*, 1975, *69*, 407-409.

A short program to improve attitudes toward blind persons and to correct misinformation was designed and presented to 13 Lions and Rotary Clubs. A role-playing demonstration with blindfolded members of the audience was followed by a discussion period. Through the administration of a questionnaire before the program and one to two months after, it was found that significant improvements occured in attitudes. Improvements in participants' knowledge about blind people did not occur to the extent expected.

LaPlante, F. M. The attitudes of school administrators in Macomb County, Michigan toward school based programs for the emotionally impaired based on the principle of normalization (Doctoral dissertation, Wayne State University, 1975). Exceptional Child Educational Abstracts, 1978, 9, No. 3485. (University Microfilms No. 76-10, 973)

Data collected from superintendents, directors of special education and elementary and secondary principals provided evidence that attitudes toward the emotionally impaired are not as negative as might be expected.

Larrivee, B. and Cook, L. Mainstreaming: A study of the variables affecting teacher attitude. Journal of Special Education, 1979, 13, 315-24.

A scale was developed to investigate the effects of selected institutional variables on the attitudes of 941 regular class teachers toward mainstreaming special needs students.

Lass, B. and Bromfield, M. Books about children with special needs: An annotated bibliography. The Reading Teacher, 1981, 34, 530-33.

This article delineates seven guidelines one should look for when selecting children's books about handicapped persons.

Leuing, E., K-T. Evaluation of children's literature program designed to facilitate the social integration of handicapped children into regular elementary classrooms (Doctoral dissertation, Ohio State University, 1979). Exceptional Child Education Resources, 1981, 12, No. 5061. (University Microfilms No. 8001773)

Teacher evaluation of the program indicated that it was effective in facilitating the acceptance of handicapped students.

Like everybody else. Buffalo, NY. Blind Association of Western New York, 1976/77. (Exceptional Child Education Resources, 1979, 11, No. 4187.)

The film focuses on the mainstreaming of a blind 12-year-old boy and includes brief interviews with the child, his parents and teachers. The child is shown participating in class, in gym, in shop and in games with nonhandicapped children.

Lowther, C.L. Changing and mainstreaming attitudes of peers toward the integrated retarded pupil (Doctoral dissertation, University of Missouri-Columbia, 1978). Exceptional Child Education Resources, 1980, 12, No. 935. (University Microfilms No. 7906900)

Findings indicated that strategies easily designed and implemented can affect significant attitudes changes among peers and that attitude gains can be maintained through intermittent use of the same strategies.

Luetje, C. What's so "special" about handicapped preschoolers? Instructor, December 1979, pp. 82-84.

Described is a program in which both handicapped and nonhandicapped children learn and grow through their mutual interaction.

MacMillan, D. L. Regular class teachers' perception of transition programs for EMR students and their impact on the students. Psychology in the Schools, 1978, 15, 99-103.

Teachers perceived decertified students to be significantly lower than regular class students in both academic achievement and social acceptance.

Mainstreaming can be hard on the handicapped and on the teacher. Pennsylvania School Journal, 1977, 126(1), 29-30; 42.

Typical reactions of regular class teachers to mainstreamed handicapped students are seen to include favoritism of special students and anxiety about how the other students will respond.

Mandall, C. J. Factors related to the regular teachers' attitude toward mainstreaming mildly educationally handicapped children into the regular classroom (Doctoral dissertation, American University, 1976). Exceptional Child Education Resources, 1978, 10, No. 2052. (University Microfilms No. 77-10, 916)

Eight variables were found to be significantly related to the attitudes of two regular elementary teachers toward mainstreaming mildly handicapped students.

Markell, C. Exceptional students in regular classes: Interviews with 43 North Dakota elementary teachers. Minot, ND: Minot State College Department of Education and Psychology, 1976. (ERIC Document Reproduction Service, No. ED 117 912)

Presented are the results of interviews conducted with 43 elementary teachers from nine schools who participated in a program of teacher workshops and diagnostic clinics on exceptionality in the regular classroom.

Martin, E. W. Some thoughts on mainstreaming. *Exceptional Children*, 1974, *41*, 150-53.

The author discusses reasons for mainstreaming and stresses the need for planners to overcome barriers related to attitudes, teacher training, educational planning, and objective evaluation of student progress.

Martinez, M. P. A comparison of attitudes toward and knowledge of mainstreaming as a function of educational level and type of educator (Doctoral level, George Peabody College for Teachers, 1979). *Exceptional Child Education Resources*, 1980, *11*, No. 5462.

Attitudes toward mainstreaming were significantly different between regular classroom teachers and physical educators, despite the fact that mean knowledge scores about mainstreaming were not significantly different for the two groups.

Mathey, J. P. The effects of an inservice teacher training workshop for regular classroom teachers on their attitudes toward handicapped children (Doctoral dissertation, The University of Michigan, 1977). *Exceptional Child Education Resources*, 1979, *11*, No. 1726. (University Microfilms No. 7804765)

Findings revealed that experimental subjects indicated a greater willingness to accept learning disabled, visually handicapped, and aurally handicapped children into their classrooms than did the control subjects; and the experimental Ss showed more positive attitudes toward physically handicapped and mentally handicapped children.

May, B. J., & Furst, E. J. *Evaluation and revision of an inventory for Measuring Attitudes toward Mainstreaming*. Fayetteville, AR: University of Arkansas, 1977. (ERIC Document Reproduction Service No. ED 160 642)

The psychometric properties of the *Mainstreaming Planning Inventory*, 40-item composite scale for measuring attitudes toward mainstreaming were examined.

McGlon, E. H. The summated scale: A tool for increasing accuracy in the identification of educational attitudes toward mainstreaming (Doctoral dissertation, The University of Oklahoma, 1978). *Exceptional Child Education Resources*, 1980, *12*, No. 2359. (University Microfilms No. 79 21248)

A summated sliding scale technique was developed and compared to the original test instrument regarding mainstreaming attitudes and communication problems of 266 regular and 43 special education teachers. Regardless of the scoring used, the attitude toward mainstreaming was similar.

Merz, C. Mainstreaming as a natural experience. Educational Leadership, 1980, 37, 438-40.

Two classes of first graders (one handicapped, the other normal) developed their own ways of learning about each other.

Mitchell, M. Teacher attitudes, High School Journal, 1976, 59, 302-12.

The development of influences and effects of attitudes needs to be considered as they impinge on the skills and content to be developed within regular and special class environment.

Monaghan, R. R., Hsueh, S. W., Seguin, J. A., & Layne, C. E. "Mister Rogers' Neighborhood" and the handicapped child interface: Exploring and assessing integration of educational media and professional services to the handicapped child. Columbus, OH: Ohio State University, Research Foundations, 1974. (ERIC Document Reproduction Service No. ED 108 424)

Data were collected to determine the perceptions of how the television show "Mister Rogers' Neighborhood," serves the affective needs of handicapped children and of professionals who work with them. The program was found to function closely to the ideals of professionals in its emphasis on dealing with children as unique individuals, appreciating individual differences, and assisting children to develop a sense of self-worth, independence and enjoyment of new ways of learning.

Moore, J. and Fine, M. J. Regular and special class teachers' perceptions of normal and exceptional children and their attitudes toward mainstreaming. Psychology in the Schools, 1978, 15, 253-59.

Using the Leary Interpersonal Checklist on hypothetical EMH, LD, and normal 10-year-old males with a sample of 61 teachers, the three teacher groups were in agreement in viewing the child types differently.

Morris, P. and McCauley, R. W. Placement of handicapped children by Canadian mainstream administrators and teachers: A Rucker-Gable survey. Paper presented at the Annual International Convention, Council for Exceptional Children, Atlanta, GA, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 139 139)

Measured were attitudes toward children of 387 regular classroom teachers, and compared was knowledge of program placements for handicapped children held by 29 regular school administrators in Canada and 35 special education "experts" from the United States. Results had implications for mainstreaming in Canada.

Mortz, D. M. J. (Sister Mary Eileen) *An investigation of a faculty controlled inservice training model on attitudes and knowledge related to handicapped children in regular classrooms* (Doctoral dissertation, University of Kansas, 1977). *Exceptional Child Education Resources*, 1979, *10*, No. 4315. (University Microfilms No. 77-28, 896)

This study found that control Ss (those not involved in inservice training) reflected significantly more positive attitudes than experimental Ss towards educational placement of handicapped children in the *Rucker Gable Educational Programming Scale* subtest areas.

Murray, C. C. *Guide for discussion leaders*. Bloomington, IN: Agency for Instructional Television, 1974. (*Exceptional Child Education Resources* 1978, *10*, No. 2017.)

This guide is designed for use with the "Integration of children with Special Needs in a Regular Classroom." A sample attitudinal survey form is included.

Murstein, A. A. Reaction of St. Louis County Public School teachers to the "least restrictive environment" as outlined in Public Law 94-142 (Doctoral dissertation, Saint Louis University 1979). *Exceptional Child Education Resources*, 1980, *12*, No. 2362. (University Microfilms No. 7923663)

Analysis of the questionnaires revealed no significant difference in the attitudes of male vs. female, elementary vs. secondary, or based on years of experience.

Myers, L. K. H. An evaluation of selected Illinois Public School administrators' attitudes toward and knowldges of mainstreaming *handicapped children* (Doctoral dissertation, Southern Illinois University, 1975). *Exceptional Child Education Abstracts*, 1977 *9*, No. 1635. (University Microfilms No. 76-13, 277)

Total years in education, number of inservice training sessions attended, number of supportive services in building, and level of university training were significant for predicting pretest scores in the area of moderate handicaps; total years in education were significant in predicting pretest knowledge scores in mental retardation; and years in an administrative position were significant in predicting pretest knowledge scores in learning disabilities.

Neumann, E. M. & Harris, A. C. *Comparisons of attitudes toward mainstreaming preschool and kindergarten children with special needs*. Sacramento, CA: California State Department of Education, 1977. (ERIC Document Reproduction Service No. ED 148 092)

Findings suggested that parents were more concerned about the adjustment of the handicapped and nonhandicapped in the mainstream than educators. Special educators were most likely to favor the use of play as an educational tool. Little discrepancy was found between resource receivers and providers in their perceptions of the utility of specific types of resource assistance.

Overline, H. M. *Mainstreaming: Making it happen*. Sacramento, CA: California State Department of Education, 1977. (ERIC Document Reproduction Service No. ED 149 514)

Attitudes and mainstreaming skills of 264 educational personnel were surveyed. Results of the *Classroom Mainstreaming Inventory* and *Survey on Mainstreaming* indicated that students had positive attitudes toward mainstreaming in all ten categories of exceptional children. Subjects with one or more years of experience with mainstreaming tended to have more positive attitudes than students without experience, and rural students had more positive attitudes than suburban and urban students.

Parish, T. S., Baker, S. K., Arheart, K. L. and Adamchak, P. G., Normal and exceptional children's attitude toward themselves and one another. *Journal of Psychology*, 1980, *104*, 249-53.

It was found that Ss evaluated themselves most favorably, normal children as a group less favorably and exceptional children least favorably of all on the *Personal Attribute Inventory for Children*. This was so whether the respondents were normal or exceptional children. Since data were collected from mainstreamed classrooms, it appears that mianstreaming may not be directly related to exceptional children's concept, but has associated with it a negative stigma for exceptional as a group for both exceptional and normal children.

Payne, R. and Murray, C. Principals' attitudes toward integration of the handicapped. *Exceptional Children*, 1974, *41*, 123-5.

This study examined the attitudes of elementary school building principals toward the placing of handicapped children into the regular classroom. The results indicated that urban elementary school principals are more reluctant to integrate handicapped children into regular school programs than are their suburban counterparts.

People you'd like to know. Boston, MA: WGBH Educational Foundation, 1978. (*Exceptional Child Education Resources*, 1980, *11*, No. 5320.)

This series of films is designed to help students, teachers and others become acquainted with the problems of elementary age handicapped children as they become integrated into normal educational settings and adjust to their social and home environments Featured are children with orthopedic, visual, auditory, emotional, learning and mental disabilities.

Perry, H. L. The effect of special education supportive services on teacher attitudes toward regular class integration of mildly handicapped children (Doctoral dissertation, The George Washington University, 1979). *Exceptional Child Education Resources*, 1981, *12*, No. 5142. (University Microfilms No. 8006498)

Findings from a study involving 228 regular class elementary teachers revealed that the types of special education supportive services available have a significant effect on the attitudes of teachers toward integrating mildly handicapped children into their classroom. Supportive services perceived to be most important for mainstreaming were early identification services, assistance of a special education teacher, parent counseling and training, psychological counseling and educational diagnostic assistance.

Perlman, M. & Dubrovin, V. The exceptional child in the regular classroom. *Curriculum Review*, 1978, *17*, 258-259.

Teachers can prepare students in regular classrooms to accept and understand handicapped students through learning more about strengths and weaknesses, needs and capabilities.

Peters, R. S. A study of the attitudes of elementary teachers toward exceptional children in the mainstream (Doctoral dissertation, University of Maryland, 1977). *Exceptional Child Education Resources*, 1977, *11*, No. 1599. (University Microfilms No. 78 00396.)

Results of a study of 113 resource room and regular teachers' attitudes toward exceptional children in the mainstream indicated that those who had had previous courses in special education were more realistic in their expectations and more knowledgeable than those without this background.

Peterson, E. L. A study of Mississippi public school superintendents' and selected principals' attitudes toward and knowledges of educating exceptional children in the "least restrictive environment" (Doctoral dissertation, Southern Illinois University at Carbondale, 1977). *Exceptional Child Education Abstracts*, 1979, *11*, No. 1650. (University Microfilms No. 7804296)

This study revealed that superintendents do tend to have more favorable attitudes than principals toward the "least restrictive environment".

Phelps, W. R. Responses of teachers and non-teachers regarding placement of exceptional children. Charleston, WV: West Virginia State Board of Education, 1974. (ERIC Document Reproduction Service No. ED 102 743)

The opinions of 10 teachers and 10 nonteachers on educational placement of children with orthopedic, visual, and speech problems were evaluated. The major difference centered on placement for the emotionally disturbed, hearing impaired, orthopedically handicapped or visually impaired child. More teachers than nonteachers expressed the need for special classes and schools while nonteachers favored maintaining the child in the regular classroom.

Pietroski, M. S. An analysis of background variables associated with classroom teachers' attitudes toward mainstreaming (Doctoral dissertation, Boston University School of Education, 1979). Exceptional Child Education Resources, 1981, 12, No. 5143. (University Microfilms No. 8005259)

The most influential factors in 153 classroom teachers' positive attitudes toward mainstreaming were found to be special education supportive services available to the regular educator, and the previous educational training of the regular teacher.

Platt, N. and Cook, N. Celebrating the similarities: An experience in mainstreaming preschoolers. Pointer, Spring 1976, pp. 10-16.

Poorman, C. Mainstreaming in reverse with a special friend. Teaching Exceptional Children, 1980, 12, 136-42.

Project Special Friend, a reverse mainstreaming program in which elementary school volunteers worked with severely retarded students, is described. After one year the program was found to have increased the social awareness of the retarded students and given the volunteers a much better understanding of their handicapped peers' problems and feelings.

Popp, R. and Warrell, S. Helping preschoolers accept the handicapped. Early Years, April 1980, pp. 32-33; 66-67.

Activities to help preschoolers accept peers with orthopedic handicaps are provided.

Project Team: Teacher Encouragement to Activate Mainstreaming. Fullerton, CA: Fullerton Union High School, 1977. (ERIC Document Reproduction Service No. ED 149 494)

Presented is the administrative and resource personnel kit developed to improve attitudes and skills of regular secondary teachers. Sections of the kit include an introduction, a listing of the study's significant findings and conclusions.

Putnam, R. W. Books can introduce your class to the mainstreamed child. *Learning*, October 1978, pp. 118-20.

A list of books dealing with the handicapped is provided for reading by children in regular classrooms to help them understand and accept handicapped students.

Riggen, T. F. An investigation of the covariance of dogmatism and inservice training on the attitudes of principals and classroom teachers concerning the mainstreaming of mildly handicapped children (Doctoral dissertation, Syracuse University, 1975). *Exceptional Child Education Resources*, 1979, *11*, No. 1677. (University Microfilms No. 7724856)

Among findings of the study were that those Ss who had received inservice training had a more positive attitude change than did control Ss, but that the effect of dogmatism on this attitude change was less clear.

Rivera-Valentin, L. A study of the attitudes of regular class teachers in Puerto Rico toward mentally retarded children (Doctoral dissertation, Columbia University Teachers College, 1978). *Exceptional Child Education Resources*, 1979, *11*, No. 4362. (University Microfilms No. 7822097)

The findings revealed that the presence of a special class in the school did not have a significant effect on teachers' attitudes toward mentally retarded children, and that there were no relationships between teachers' attitudes and years of experience, years of training or age. Of the respondents, 82% expressed opposition to the practice of placing mentally retarded children in regular classes.

Rocha, R. M. & Sanford, H. G. Mainstreaming: Democracy in action. *Social Education*, 1979, *43*, 59-62.

The authors contend that the mainstreaming effort can lead to breaking down of stereotypes and will enable all citizens to participate as contributing members of society. They introduced an elementary unit, "Likenesses and Differences among People in the Community, Nation and the World," which is designed to identify similarities among individuals and minimize differences.

Roderick, J. A. Communication challenges and opportunities in the integrated classroom. *Education Unlimited*, December 1979, pp. 16-18.

This author sees the integration of handicapped with nonhandicapped children as an opportunity to increase communication options. The environment's role is considered as well as "peopling" the individual interacting with others.

Rosenthal, R. S. Differences in teacher behavior in mainstreamed vs. nonmainstreamed schools (Doctoral dissertation, Yeshiva University, 1977). *Exceptional Child Education Resources*, 1979, *11*, No. 1580. (University Microfilms No. 77-32522)

Results of a study involving 17 teachers from mainstreamed and non-mainstreamed elementary schools showed that mainstreaming teachers tended to more readily express concern and label the child's feelings, and that classroom behavior ratings of this group were higher than non-mainstreamed teachers.

Rubinstein, R. E. Talk with your hands. *American Education*, August/September 1979, pp. 34-36.

Teaching hearing students how to use sign language has eased the adjustment of mainstreamed junior high school deaf students in Eugene, Oregon.

Rumble, R. R. *A survey of the attitudes of secondary teachers toward the mainstreaming of handicapped learners*. Portland, OR: Portland Public Schools, 1978. (ERIC Document Reproduction Service No. ED 162 477)

Teachers and administrators were sufficiently concerned about the topic; teacher contact with handicapped students was somewhat related to the size of the handicapped population; and increased paperwork, inability to individualize, too many students, and too many other responsibilities were among the factors which made mainstreaming impractical.

Schorn, F. R. A study of inservice practicum's effects on teachers' attitudes about mainstreaming (Doctoral dissertation, University of Massachusetts, 1976). *Exceptional Child Education Resources*, 1978, *10*, No. 1002. (University Microfilms No. 77-6402)

Results of a study involving 49 regular school teachers indicated that an inservice practicum contributed to significant positive gains in attitudes toward mainstreaming emotionally disturbed children in 3 districts and moderately handicapped learning disabled students in one district, while no significant teacher attitude gains occurred toward mainstreaming mentally retarded students.

Schorr, J. H. A model for intrasystemic linkage for the implementation of mainstreaming (Doctoral dissertation, Boston University School of Education, 1976). *Exceptional Child Education Abstracts*, 1977, *9*, No. 1671. (University Microfilms No. 76-21, 254)

In evaluating an adaptation of Lommis' Processually Articulated Structural Model, systemic linkage, communication and socialization were seen as being important form the beginning of an effort to change attitudes, while institutionalization, boundary, maintenance, and social processes were not seen as essential until later.

Schwartz, T. A. Schwartz, R. and Cohen, S. B. *Teacher dissatisfaction and alienation as related to mainstreaming in education*. Paper presented at the Annual Meeting of the American Educational Research Association Boston, MA, April 10, 1980. (ERIC Document Reproduction Service No. ED 191 194)

Results showed that about 50% of the respondents said they had not been told what responsibilities they had in the mainstreaming process and they had not had adequate input into the process or program.

Simpson, R., Parrish, N. E. & Cook, J. J. Modification of attitudes of regular class children towards the handicapped for purpose of achieveing integration. *Contemporary Educational Psychology*, 1976, *1*, 46-51.

Investigated in two experiments were the attitudes of regular classroom students towards exceptional children and the development of procedures for positively modifying students' attitudes. Results indicated that the procedures were partially successful in modifying children's attitudes towards the handicapped; and it was concluded that techniques must be developed systematically for achieving more positive attitudes in regular class children if mainstreaming is to become an effective educational concept.

Singleton, K. *The role of the resource specialist in increasing positive attitudes toward having individuals with special needs enrolled in the regular classroom program*. Culver, CA: Culver City Unified School District, 1976. (ERIC Document Reproduction Service No. ED 148 040)

A workshop and direct assistance in the classroom were examined for their effectiveness in increasing positive attitudes of regular class elementary school teachers toward mainstreaming of learning disabled and emotionally disturbed children.

Singleton, K. W. *Creating positive attitudes and expectancies of regular classroom teachers toward mainstreaming educationally handicapped children* (Doctoral dissertation, University of Southern California, 1977). *Exceptional Child Education Resources*, 1978, *10*, No. 2141. (No University Microfilm Number)

This study investigated the effectiveness of two inservice programs in creating positive attitudes and expectancies of 76 regular elementary teachers toward elementary mainstreamed emotionally handicapped students and found that a direct assistance program was more effective than a workshop training program in creating positive attitudes toward learning disabled but not emotionally disturbed students.

Siperstein, G. N., Bak, J. J. and Gottlieb, J. Effects of group discussion on children's attitudes toward handicapped peers. *Journal of Educational Research*, 1977, *70*, 131-4.

The children became more negative in their attitudes toward handicapped peers after group discussion but did not change their views on normal-appearing children.

Sippel, H., Lazar, A. L., & D'Alonzo, B. J. *Changing attitudes toward TMR through an integrated recreation program*. Long Beach, CA: California State University, 1976. (ERIC Document Reproduction Service No. ED 123 860)

The attitudes of 28 community recreation volunteers toward five selected TMR adolescents and adult participants were investigated. Results indicated a positive shift in attitudes of non-retarded persons as a result of mainstreaming experiences.

Skrtic, T. M. The influences of in-service on the attitudes and behaviors of regular elementary classroom teachers toward mainstreamed learning disabled students (Doctoral dissertation, University of Iowa, 1976). Exceptional Child Education Resources, 1978, 10, No. 2106. (University Microfilms NO. 77-13, 136)

Investigated was the effect of a nine-hour inservice program on the attitudes of 31 regular elementary teachers and their 52 learning disabled students. While the attitudes of the experimental teachers toward their LD students improved, concomitant changes in student perceived teacher behavior and student attitude toward regular classroom placement were not demonstrated.

Smart, R., Wilton, K. and Keeing, B.. Teacher factors and special class placement. Journal of Special Education, 1980, 14, 217-29.

Attitudes and personal characteristics of 32 regular class teachers who either had or had not referred mildly retarded children for special class placement were examined. The now referring teachers were more in favor of mainstream provisions for low ability children; they reported a higher proportion of low achievers in their classes.

Smith, D. B. and Larson, P. A. Adolescent attitudes toward disabled persons in an integrated and nonintegrated setting. Education, 100, 390-94.

The attitudes of seventh and eighth grade students toward physically disabled persons in programs with disabled and nondisabled peers were assessed by means of Attitudes Toward Disabled Persons Scale. Integrated refers to a classroom in which physically handicapped students are present only on a daily basis. It was found that students in an integrated classroom had significantly more positive attitudes toward physically disabled persons than students in nonintegrated classrooms. Females in both integrated and nonintegrated settings had significantly more positive attitudes toward physical disabled persons than males in both integrated and nonintegrated classrooms.

Sokoloff, M. Mainstreaming. Media and Methods, February 1981, p. 11.

This article explains how teachers can become involved with mainstreaming. A gradual process is suggested.

Sokoloff, M. Where can I turn? Educational resources for effective mainstreaming. Media and Methods, March 1981, pp. 13;17.

A list of fiction and non-fiction books designed for students to use on their own in groups or with an adult for junior and senior high students is provided. The purpose is to facilitate positive interaction.

Starr, H., Kelly, J., DeFusco, E. & White, J. Let your fingers do the talking. Education Unlimited, March 1980, pp. 30-33.

An exchange program for five hearing impaired students from the Rhode Island School for the Deaf and 23 Henry Bernard School Children took place during the 1978-79 school year. Goals were to have children develop comfort and confidence with each other; to encourage communication and to make friends; fingerspelling and some signing became part of the daily activities for regular class students.

Stephens, T. M. and Braun, B. L. Measures of regular classroom teachers' attitudes toward handicapped children. Exceptional Children, 1980, 46, 292-94.

Primary and middle grade teachers were more willing to integrate handicapped students than were teachers of grades 7 and 8 and those teachers who had taken courses in special education were more willing to accept handicapped students in their classes than those who had not taken such courses.

Stroud, J. G. Selecting materials which promote understanding and acceptance of handicapped students. English Journal,1981, 70(1), 49-52.

The criteria used should include accuracy of information, logical development of plot, dialogue, attitudes expressed, character development, believable situations and use of humor. Books that have the potential to modify attitudes are those which are realistic objective, sensitive, believable, entertaining and well written. An extensive list is included.

The common show. Mendocino, CA: Lawrence Productions Inc., 1978. (Exceptional Child Education Resources, 1980, 12, No. 2206.)

The film/video cassette uses puppets, music, sports stars, and dramas of space, home and school to emphasize that all people have some feelings, interests, and abilities in common, but it is all right to be different. 28 mm/sound/color/16mm/3/4 in. U matic

The positive show. Mendocino, CA: Lawrence Productions, Inc., 1978. (Exceptional Child Education Resources, 1980, 12, No. 2209.)

The film/videocassette uses puppets, music, sports stars, and dramas of space, home and school to show people with handicaps coping in unexpected ways and interacting with nonhandicapped peers. Included are a documentary of handicapped and normal young adults sharing a rugged wilderness experience, a demonstration of a deaf woman dancing, the interaction of children with and without handicaps, the stories of several famous handicapped people, and a drama promoting positive attitudes toward students who use the resources room.

The special show. Mendocino, CA: Lawrence Production, Inc. 1978. (Exceptional Child Education Resources, 1980, 12, No. 2207.)

The film/videocassette uses puppets, music, sports stars and dramas of space, home and school to illustrate the difficulties faced by people with handicapped. 28 min/sound/color/16mm/3/4 in. Umatic

The teacher and mainstreaming: "I'm ashamed to admit how angry I can feel." Exceptional Parent, October 1978, S3-S6.

This article discusses some of the problems posed by the entrance of the mainstreamed disabled child into the regular classroom and focuses on teachers and students learning to cope with their own feelings about the handicapped.

They why show. Mendocino, CA: Lawrence Productions, Inc., 1978. (Exceptional Child Education Resources, 1980, 12, No. 2208.)

The film videocassette uses puppets, music, sports stars, and dramas of home, space and school to identify the causes of some handicaps and emphasizes what people with handicaps can do rather than what they cannot do. Included are discussions of the special olympics, epilepsy and braille. 28 min./sound/color/16mm/3/4 in. Umatic

Thomas, J. E. Factors influencing the integration of visually impaired children. Journal of Visual Impairment and Blindness, 1979, 73, 359-64.

The effects of age, grade placement, visual acuity, sex, arithmetic and reading achievement were investigated on the integration of 61 visually handicapped children (8-22 years old).

Thurman, S. K. and Lewis, M. Children's response to differences: Some possible implications for mainstreaming. Exceptional Children, 1979, 45, 468-70.

Children's reactions to a handicapped child's differences may lie in earlier and more basic psychological phenomena than simply labels or separation.

Tilman, P. S. The construction and validation of a measure of Maryland teachers' attitudes toward handicapped children in the regular classroom (Doctoral dissertation, University of Maryland, 1978). Exceptional Child Education Resources, 1978, 11, No. 4370. (University Microfilms No. 7824028)

A 24 item Likert scale was developed. Factor analysis indicated that teachers are most concerned with physical handicaps, efficacy, administrative support and parental support. Correlations between items tended to be low to moderately significant, while inter-item correlations tended to be positive in five of the six areas investigated.

Twitty, G. M. An analysis of factors that relate to the attitudes of regular classroom teachers toward the integration of handicapped children in regular public elementary classes (Doctoral dissertation, University of Maryland, 1979). Exceptional Child Education Resources, 1981, 12, No. 5176. (University Microfilms No. 8008255)

Results of a study of 146 elementary school regular classroom teachers indicated a positive relationship between teachers knowledge of handicaps, diagnostic inservice programs, self-education, participation in team teaching and their attitudes regarding mainstreaming.

Vacc, N. A. and Kirst, N. Emotionally disturbed children and regular classroom teachers. *Elementary School Journal*, 1977, *77*, 309-17.

This article reports the results of a survey of the attitudes of 102 regular classroom teachers toward segregation or integration of emotionally disturbed children.

Veldman, D. J. & Sheffield, J. R. *Guess Who: The scaling of sociometric nominations*. Paper presented at the Annual Meeting of the American Education Research Association, Washington, DC, March 30-April 3, 1975. (ERIC Document Reproduction Service No. ED 106 360)

Two sociometric techniques were used in Project Prime to elicit data from peers about the behavior of selected normal and handicapped children in each of the 500 plus classrooms studied. *The Guess Who* instrument consists of 29 items.

Weber, M. B. , Crowder, M. A., Herrington, N., McClure, M., Norman, S., Price, S., Shivers, S., and Wilson, S. *Attitudes of public school teachers towards mainstreaming the mentally retarded (preliminary draft)*. Paper presented at the Georgia Association of School Psychologists/Council for Exceptional Children, Atlanta, GA, October, 1977. (ERIC Document Reproduction Service No. ED 150 817)

Findings revealed that basic knowledge about the EMR and TMR handicapping conditions was limited; that less than one-half of the respondents felt that both EMR and TMR children would benefit from mainstreaming; and that respondents held conflicting opinions regarding the role of the school as a source of attitude change in society and the ability of the schools to implement effective mainstreaming.

Wechsler, H., Suarez, A. C. and McFadden, M. Teachers' attitudes toward the education of physically handicapped children: Implications for implementation of Massachusetts Chapter 766. *Journal of Education*, 1975, *157*, 17-24.

Teachers indicated how they felt classmates would behave toward the physically handicapped child, how difficult the adjustment would be, how willing the teacher would be to have a handicapped child enrolled in his class and whether or not it would be a problem for the teacher, and the type of educational situation that would be best for handicapped child.

Weikel, W. J. Establishing a handicap awareness day in the school. *School Counselor*, 1980, *27*, 398-402.

One way to bring about an awareness of the needs of special needs students is to organize a handicap awarenss day.

Williams, R. J. and Algozzine, B. Teachers' attitudes toward mainstreaming. *Elementary School Journal*, 1979, *80*(2), 63-67.

The pupose of this study was to explore teachers' reasons for attitudes toward a hypothetical child.

Williams, R. J. An investigation of regular class teachers' attitudes toward the mainstreaming of four categories of mildly handicapped students (Doctoral dissertation, Pennsylvania State University, 1977). *Exceptional Child Education Resources*, 1978, *10*, No. 3285. (University Microfilms No. 77-23 290)

A survey of 257 regular class teachers showed the following hierarchy of acceptance of mainstreamed students: physically handicapped (most accepted) socially emotionally disturbed, learning disabled and educable mentally retarded. Accepting and nonaccepting teachers were differentiated significantly on contact variables.

Woodward, J. E. Peer acceptance for the handicapped: Myth or reality? *Phi Delta Kappan*, 1980, *61*, 715.

A limited survey of 85 normal ninth and tenth graders and 15 with recognizable handicaps, all in the same English classes, revealed that while classroom acceptance provides fewer problems for the handicapped, social acceptance is harder to win and that exposure may increase acceptance levels.

You're different, so am I. White Plains, NY: Guidance Associate, 1978.

The filmstrip is designed to help prepare a class for the acceptance of an incoming student with a disability, and to stimulate student discussion on the variety of ways in which people are different.

Ziegler, S. and Hambleton, D. Integration of Young TMR children into a regular elementary school. *Exceptional Children*, 1976, *42*, 459-61.

The authors concluded that there is little doubt that that the placement of the special classes in a regular school was extremely effective in promoting interaction between the retarded and nonretarded students and thus in providing a more normal environment for retarded children.

COOPERATIVE RELATIONSHIPS

Candler, A. & Sowell, V. Mainstreaming special educators: Interface between regular and special education. Paper presented at the Annual International Convention of the Council for Exceptional Children, Philadelphia, PA, April 1980. (ERIC Document Reproduction Service No. ED 187 076)

For the interface to take place the following are necessary: positive interpersonal relationships, cooperative teaching conditions and specific strategies and techniques for assisting the student in transition from special education to regular education.

Castleberry, M. and Sobel, N. (Eds.). Handbook for complementary teachers. Washington, DC: George Washington University, 1974. (Exceptional Child Education Resources, 1976, 7, No. 3626)

This handbook provides information on the philosophy, goals, and implementation of a program intended to support the regular elementary education channels.

Coons, D. E. Staff development in the mainstream: A mutual support model. Paper presented at the Annual International Convention, the Council for Exceptional Children, Dallas, Texas, April 22-27, 1979. (ERIC Document Reproduction Service ED 171 091)

The project was developed on three levels--the project level, the field site schools and around each public school student. This led to a much more complete support system. Results revealed that over 90% of the college of education faculty understood, appreciated, and supported the needs of handicapped children.

de Noronha, Z. E. F. Mothers involved in mainstraming. Paper presented at the World Congress on the Future of Special Education, June 25-July 1, 1978. (ERIC Document Reproduction Service No. ED 158 463)

The paper presents seven cases to support the benefits of mothers acting as co-therapists in the remediation of their child's handicap from early childhood to the secondary level. The positive mother-child interactions facilitated successful mainstreaming.

Karnes, M. B. Mainstreaming parents of the handicapped. Teacher, October 1977, pp. 90-1.

Involving parents of handicapped and nonhandicapped children in a mainstreaming program requires special efforts on the part of the teacher. Suggested are some guidelines for building positive attitudes of parents and learning about other parent involvement programs. Included are seven skills needed for teachers to work effectively with parents.

Kavanagh, E. A classroom teacher looks at mainstreaming. Elementary School Journal, 1977, 77, 318-22.

The author argues that if mainstreaming is to be effective, specialists and classroom teachers must combine efforts and work cooperatively to provide the most appropriate education for all children.

Lily, M. S. Special education--a cooperative effort. Theory into Practice, 1975, 14(2), 82-9.

This article sought to convince the reader to reject the use of categorical labels with students and to accept the concept of mainstreaming special education in the schools.

Mann, P. (Ed.). Shared responsiblity for handicapped students: Advocacy and programming. Coral Gables, FL: Miami University, Training and Technical Assistance Center, 1976. (Exceptional Child Education Resources, 1977, 9, No. 288.)

Thirty-one articles representing current viewpoints from professionals at different levels of education and in related professions concerned with shared responsibility roles in the mainstreaming of handicapped students are in this document.

Mann, P. H. (Ed.). Shared responsiblity for handicapped students: Advocacy and programming. Coral Gables, FL University of Miami, Training and Technical Assistance Center, 1976. (ERIC Document Reproduction Service No. ED 132 136)

This monograph presents a sample of current viewpoints from professionals at different levels of education and in related professions concerned with shared responsibility in the mainstreaming of handicapped children.

Michaelis, C. Two teachers and one child. Early Years, January 1980, pp. 56-57.

The importance of communication between the regular and special teachers working with exceptional children is stressed.

Laton goes to school. Kansas City, MO: Calvin Communications, Inc. 1978. (Exceptional Child Education Resources, 1979, 11, No. 1568.)

The film illustrates the importance of parent involvement in the education of a special child and encourages parent-teacher teamwork in mainstreaming handicapped children.

Ogletree, E. J. Mainstreaming: Its implications. Illinois School Journal, 1979, 59(1-2), 16-18.

A new relationship must be developed between regular and special educators. Special training and support services should also be supplied for teachers.

Reynolds, M.C. and Birch, J. W. The interface between regular and special education. *Teacher Education and Special Education,* 1977, *1*(1), 12-27.

The authors suggest twelve areas for developing mainstream programs in which regular and special educators can work together.

Smith, T. E. C., & Bradley, R. H. *The team approach--an inservice training model for special education*. Fayetteville, AK: University of Arkansas, 1974. (ERIC Document Reproduction Service No. ED 190 533)

This model proposes training a team of people who will work together in the same school. The team includes regular teachers, special education teachers, speech therapists and counselors. Activities include the following: information about exceptional students and educational implications of their handicaps, various functions of individual team members and methods and materials to be used.

Vandivier, S. S. and Vandivier, P. L., Mainstreaming exceptional teachers. *Clearing House,* 1979, *52*, 458-59.

The article stresses the need for special educators to consider the position of regular educators and pursue mainstreaming in a considerate and gentle manner so that both special and regular educators will be working together for the good of their exceptional children.

EFFECTIVENESS RESEARCH

Barnes, E. B. Peer interaction between typical and special children in an integrated setting: An observational study (Doctoral dissertation, Syracuse University, 1978). *Exceptional Child Education Resources*, 1980, *12*, No. 1087. (University Microfilms No. 79-14, 196)

The results were found to be supportive of mainstreaming because they demonstrated that positive social interactions can occur between children in an integrated setting.

Bartolf, M. M. *Reading achievement of classified students, grades 7-8*. 1977. (ERIC Document Reproduction Service No. ED 181 405)

A study of 24 handicapped students functioning on or below grade level was conducted to examine their reading achievement in three different programs: remedial reading, resource and regular class. Pre and post tests were used to measure achievement. Results showed that there were no significant differences in gains among the three goups.

Brown, M. D. An investigation of academic achievement of handicapped children in mainstream education (Doctoral dissertation, East Texas State University, 1976). *Exceptional Child Abstracts*, 1977, *9*, No. 1725. (University Microfilms No. 76-24, 527)

A finding of this study was there were no differences in the reading achievement of handicapped children taught by effective teachers and handicapped children taught by ineffective teachers.

Budoff, M. and Gottlieb, J. *A comparison of EMR children in special classes with EMR children who have been reintegrated into regular classes (Vols. 3, No. 2)*. Cambridge, MA: Research Institute for Educational Problems, 1974. (ERIC Document Reproduction Service No. ED 108 434)

Compared were the academic and social growth of 31 EMR pupils who were either retained in special classes or reintegrated into regular classes with additional support from a learning center. Results indicated that there were no significant differences between the reintegrated and the segregated EMRs after two months, but that reintegrated students were more internally controlled, had more positive attitudes toward school and were more reflective in their behavior after one school year.

Budoff, M. and Gottlieb, J. Special - class EMR children mainstreamed: A study of an aptitude (Learning Potential) X treatment interaction. *American Journal of Mental Deficiency*, 1976, *81*, 1-11.

After one school year, the reintegrated children were more internally controlled, had more positive attitudes towards school, and were more reflective in their behavior.

Buffmire, J. A. *Special education delivery alternatives: Changes over time in teacher ratings, self-image, perceived classroom climate, and academic achievement among handicapped and nonhandicapped children (Rev. ed.)*. Salt Lake City, UT: Southwest Regional Resource Center, 1977. (ERIC Document Reproduction Service No. ED 140 565)

Described is a 4-year research project involving 342 handicapped and 202 handicapped children that was conducted to determine the practicality and impact of assigning special educators to support regular classroom teachers.

Cantrell, R. P. and Cantrell, M. L. Preventive mainstreaming: Impact of a supportive service program on pupils. *Exceptional Children*, 1976, *42*, 381-86.

This study evaluated the effects of a support teacher program in mainstreaming exceptional and potentially exceptional children with the regular school program. Program effectiveness was evaluated in terms of achievement score changes and frequency of referrals for traditional special services.

Coker, G. A comparison of self-concept and academic achievement of visually handicapped children enrolled in a regular school and in a residential school. *Education of the Visually Handicapped*, 1979, *11*(3), 67-74.

Achievement scores for students enrolled in residential schools were higher for the fourth-, fifth- and sixth-grade levels than those of students enrolled in regular day schools.

Collister, L. *A comparison of the long range benefits of graduation from special vs. mainstream schools for mildly handicapped students*. Seattle, WA: Seattle Public Schools, Department of Planning, Research and Evaluation, 1975. (ERIC Document Reproduction Service No. ED 117 870)

Twenty-seven mildly and moderately handicapped persons who were graduates of a special school and 23 mildly and moderately handicapped graduates of a mainstreamed school were interviewed to determine the long range benefits of such a program. Data suggested that there was little difference in characteristics for either group.

Cruickshank, W. M. The false hope of integration. *Slow Learning Child*, 1974, *21*, 67-83.

The characteristics and functions of effective special education and integrated programs were evaluated in light of current educational trends toward integration.

Conway, A. Mainstreaming from a school for the deaf. *Volta Review*, 1979, *81*, 237-41.

Twenty-four students who had been in a school for the deaf, but are now mainstreamed, were interviewed to ascertain their academic and communication skills, and their psycho-social adjustment.

Dale, D. Integration or individual basis. Special Education Forward Trends, 1979, 6(2), 22-24.

Two experimental groups (N=10) of deaf students (mean age of 10 years) who were mainstreamed in ordinary schools showed greater improvement in reading than control deaf students in special schools.

Downing, C. J. The TMR class and the open space school. Education and Training of the Mentally Retarded, 1978, 13, 64-66.

Results over a two year period indicated that the children's academic progress remained relatively similar to progress made in the traditional classroom setting--social behavior was greatly improved.

Elliott, N. W. The efficiency of mainstream education for exceptional children (Doctoral dissertation, University or Oklanoma, 1976). Exceptional Child Education Resources, 1978, 10, No. 933. (University Microfilms No. 77-1821)

Results from a study involving 13 exceptional students in special classes and 13 exceptional students integrated into regular classes indicated that remedial procedures in special classes had no significant effect beyond that obtained through regular class placement for exceptional children in grades 5-7.

Federlein, A. C. A year long study of the frequency of play interactions of handicapped preschoolers in mainstreamed and segregated classrooms. Paper presented at the Annual International Convention, Council for Exceptional Children, Philadelphia, PA, April 1980. (ERIC Document Reproduction Service No. ED 188 426)

Results showed a higher frequency of play in the mainstreamed preschool classroom, and that adult initiated play is more frequent in segregated classrooms. Mainstreaming hearing impaired preschoolers had the highest frequency of play in the onlooking category and solitary play was most frequent among emotionally disturbed segregated Ss.

Flynn, T. M. Regular-class adjustment of EMR students attending a part-time special education program. Journal of Special Education, 1974, 8, 167-73.

This study attempted to determine if the personal and social adjustment of EMR students in the regular elementary class was improved by placement in a part-time special education program.

Frank, R. L. An evaluative study of elementary resource rooms in Monroe. Michigan (Doctoral dissertation, University of Michigan, 1977). *Exceptional Child Education Resources*, 1978, *10*, No. 3138. (University Microfilms No. 77-17,996)

Results indicated that the resource room concept is successfully meeting the needs of mainstreamed students based on test data and students' perceptions.

Gampel, D. H., Gottlieb, J. and Harrison, R. H. Comparison of classroom behavior of special-class EMR, integrated EMR, low IQ and nonretarded children. *American Journal of Mental Deficiency*, 1974, *79*, 16-21.

The classroom behavior of 12 segregated and 14 integrated EMR children, who were all formerly segregated and then randomly assigned to their present class placement, was compared to those of a low-IQ group who had never been identified for special class placement and to an intellectually average group of children.

Gerke, R. E. The effects of mainstreaming on the self-concept and reading achievement of exceptional children at the elementary level (Doctoral dissertation, LeHigh University, 1975. *Exceptional Child Education Abstracts*, *9*, 1978, No. 3482. (University Microfilm No. 76-10, 366)

The author found no effect on the reading vocabulary of EMR and ED children when comparing segregated special education classrooms with integrated classrooms utilizing a resource room.

Gerke, R. E. *The effects of mainstreaming on the self-concept and reading achievement of exceptional children at the elementary level*. LeHigh University. (ED. D. Dissertation), 1975. (ERIC Document Reproduction Service No. ED 122 248)

This study investigated the effects of two learning environments upon the self-concept and reading vocabulary of children who were educable retarded and are emotionally disturbed. The retesting indicated that there seemed to be no effect on reading vocabulary or self-concept of EMR and emotionally disturbed children when comparing segregated classrooms with integrated classes using a resource room.

Gershman, J. *The evaluation of special education programs: Past attempts and present directions*. Ontario, Canada: Toronto Board of Education Research Department, 1975. (ERIC Document Reproduction Service No. ED 119 415)

Reviewed is the literature of issues relating to the evaluation of special education programs with special emphasis on the comparison of regular versus special class placement in Canadian programs.

Glavin, J. P. Behaviorally oreinted resource rooms: A follow-up. *Journal of Special Education,* 1974, *8*, 337-47.

Evaluated with 104 experimental and 104 control S was whether the academic and behavioral gains made after 1 or 2 years of part-time placement in a behaviorally oriented resource room would be mainteained following full-time attendance in a regular class for 2 or 3 years.

Gordon, R. & Schwartz, B. *Pilot study of the efficacy of mainstreaming-integration*. New York University, NY: Institute of Rehabilitation Medicine, 1980. (ERIC Document Reproduction Service No. ED 190 261)

Handicapped and non-handicapped preschool children were observed in order to study the impact of mainstreaming on the preschool handicapped child. Results indicate that on three dimensions of social interaction of mainstreamed handicapped children in mainstreamed classes and special settings there were no significant differences.

Graham, S., Hudson, F., Burdg, N. B., & Carpenter, D. C. Educational personnel's perception of mainstreaming and resource effectiveness. *Psychology in the Schools*, 1980, *17*, 128-34.

Questionnaires were designed to elicit teacher's attitudes and perceptions as to the effectiveness and appropriateness of mainstreaming and regular classroom teachers' levels of skill competency. Results indicated that resource and regular teachers evidenced differential perceptions.

Guralnick, M. J. *Integrating handicapped and nonhandicapped preschool children*. Columbus, OH: The Ohio State University, Department of Communications, 1978. (ERIC Document Reproduction Service No. ED 162 472)

The final report summarized three studies on the efficacy of preschool programs in which handicapped and nonhandicapped children were integrated.

Halliwell, M. and Spain, B. Integrating pupils with spina bifida. *Special Education: Forward Trends*, December, 1977, pp. 15-18.

This study indicated that parents said there were no major problems with the placements of the students.

Harris, D. *A comparison of the achievements of low ability elementary pupils in two models of instruction*. Paper presented at the Annual International Convention and The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 126 641)

Compared were the effectiveness of individualized instruction in a mainstreamed open classroom setting and instruction in a traditional classroom setting on the achievement levels of 56 low ability students. The subjects were paired for age, grade and IQ. There was no significant difference in academic achievement scores of the two groups.

Hawkins, D. The relative effects of mainstreamed and segregated programs on the primary learning disabled students acquisition of reading skills and growth of self-concept. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 505)

Compared were the effects of mainstream or special class placement on the requisition of reading skills and self-concept with 84 kindergarten or first grade learning disabled students. Significant differences were found between the two groups on only one of the four tests given: the letter names subtest of the Murphy-Durrell Analysis.

Herink, N. Results of mainstreaming on social interaction of mentally retarded preschoolers. Paper presented at the Annual International Convention of the Council for Exceptional Children, Philadelphia, PA, April 1980. (ERIC Document Reproduction Service No. ED 187 057)

Findings showed that retarded students generally had fewer interactions with peers than their classmates, that they had more positive interaction with peers, and that they had many more interactions with teachers than with their classmates.

Jackson, R. D. The effects of an integrated pre-school setting on handicapped and nonhandicapped children: an explorative and comparative study of selected behavioral characteristics, parent and teacher attitudes. (Doctoral dissertation, George Washington University, 1976. Exceptional Child Education Resources, 1978, 10, No. 986. (University Microfilms No. 76-23, 547)

A study involving mainstream placement for 20 handicapped preschoolers found that although the nonhandicapped peers outperformed the handicapped Ss, the mean difference in task oriented behavior and social behavior between the two groups was significantly reduced over the course of a year. Handicapped students were found to have a much lower self-concept than nonhandicapped students.

Jamieson, M. Towards integration: A study of blind and partially sighted children in ordinary schools. Atlantic Highland, NJ: Humanities Press, Inc., 1977. (Exceptional Child Education Resources, 1978, 10, No. 429.)

The results of a study of the integration of visually impaired children into ordinary schools in England, Scotland and Wales are reported. Part Four considers the methods of supporting integrated students through school and home services, and coping strategies for the students themselves.

Karchmer, M. A. and Trybus, R. J. Who are the deaf children in mainstream programs? Audiology and Hearing Education. October/November 1978, pp. 20-22. (Exceptional Child Education Resources, 1979, 11, No. 1093.)

Examined is the demographic extent of mainstreaming aurally handicapped children in the United States. It was concluded that mainstream programs are generally serving a group of aurally handicapped children very different on many educationally critical dimensions from children who attend other types of special education programs.

Kendall, W. S. Reading achievement and self-concept of educable retarded boys in three educational settings. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 139 135)

The relationship between reading achievement, class placement and self-concept was investigated with three groups of EMR male students between 102 and 104 months old. The self-concept of segregated and integrated EMR children receiving special help was lower than that of regular class EMR students.

Kendall, W. W. Affective and career education: Research implications for the learning disabled adolescent. Paper presented at the International CEC Conventiona, Philadelphia, PA, April 1980. (ERIC Document Reproduction Service No. ED 189 772)

This study investigated the career attitudes of three groups of learning disabled adolescents. Results suggested that the LD students in regular classes were superior to other groups studied in career attitudes.

Kunzweiler, C. E. Mainstreaming--will it really work? Education, 1979, 99, 233-35.

Although programs for the handicapped have increased, so has the isolation and segregation that permeated the sparsely existing prelegislation programs.

Larson, H. J., Barner, S., Safarik, J., & Shaw, M. The effects of least restrictive alternatives on relevant education role groups. Pleasant Hill, CA: Contra Costa County, Department of Education, 1978. (ERIC Document Reproduction Service No. ED 162 454)

This study compared two groups of fourth grade special needs children differing in mainstreaming experience. One finding was that regardless of their change in mainstreaming, type of instructional program, or sex, exceptional children were chosen less frequently by their regular class peers using a sociometric task than would be expected.

Lawson, C. W. An investigation of a mainstreaming program for elementary urban mildly retarded youth (Doctoral dissertation, Case Western Reserve University, 1978). *Exceptional Child Education Resources*, 1979, *11*, No. 4241. (University Microfilms No. 78-16, 472)

An examination of a mainstreaming program for elementary urban (Black) students classified as educable mentally retarded suggests that regular teachers' attitudes toward the mildly retarded and/or urban minority students do improve if teachers are offered insight into learning problems and methods for dealing with these problems. Mainstreamed SS achieved at the same pace as did their regular class peers and at a rate that would be expected of the average class students as measured by standardized tests.

Lepire, A. J. The effects of mainstreaming versus special class on the locus of control of educationally handicapped children (Doctoral dissertation, University of California Berkley with San Francisco State University, 1976). University Microfilms No. 77-15, 928. (*Exceptional Child Education Resources*, 1978.)

Results found Ss in special classes scores higher on external controls and lower on academic achievement than mainstreamed Ss, and a positive relationship between high academic achievement and internality.

Lessa, F. J. General self-esteem and school-related self-esteem of boys maintained in segregated and integrated special education placements. (Doctoral dissertation, Rutgers University, The State University of New Jersey, 1976). *Exceptional Child Education Resources*, 1978, *10*, No. 2098. (University Microfilms No. 77-13, 273)

Segregated groups scored significantly higher for self-esteem in school than did the integrated groups. Results indicated no significant difference between the segregated groups in school interest.

Levitt, M. L. Former special education pupils in the mainstream: A descriptive follow-up study (Doctoral dissertation, University of California, Los Angeles, 1976). *Exceptional Child Education Resources*, 1978, *10*, No. 944. (University Microfilms No. 77-1644)

To determine the educational and social behavioral status of mainstreamed elementary level educable retarded students, follow-up data was collected from systems information having to do with demographic findings; classroom teachers' current perceptions of students' characteristics as measured by a series of academic and behavioral rating scales; and results of standardized, normative achievement tests. Considered were such issues as labeling of of students' deficits, accommodation of a broader range of student differences within regular classes and the need for relevant educational assessment.

Louthan, G. R. A comparison of Hand Test responses of educable mentally retarded adolescents placed in a special education classroom and educable mentally retarded adolescents in a regular classroom (Doctoral dissertation, University of Oklahoma, 1976). Exceptional Child Education Resources, 1978, 10, No. 945. (University Microfilms No. 77-1835)

Findings from the interpersonal and environmental scores from the Hand Test in the study indicated no significant difference between the educable mentally retarded adolescent placed in a special education classroom and the educable mentally retarded adolescent placed in a regular classroom.

MacMillan, D. L. & Semmel, M. I. Evaluation of mainstreaming programs. Focus on Exceptional Children, September 1977, pp. 1-14.

Reviewed are definitional, conceptual, and evaluative difficulties with the notion of mainstreaming exceptional children. An approach to formative evaluation is described. The importance of comprehensive evaluation is described. The importance of comprehensive evaluation of mainstreaming is stressed.

Macy, D. J., & Carter, J. L. Comparison of a mainstream and self-contained special education program. Journal of Special Education, 1978, 12, 303-313.

This study sampled 145 elementary school handicapped children in order to compare a mainstreamed and self-contained special education program in a large urban school district.

McNally, A. R. One mainstreaming program that works. Teacher, December 1975, pp. 39.

A diagnostic-prescriptive resource room program is described. Its aim was to accomplish mainstreaming through incorporating individualized instruction with the team approach.

Miller, T. L. & Sabatino, D. A. An evaluation of the teacher consultant model as an approach to mainstreaming. Exceptional Children, 1978, 45, 86-91.

The effect of two special education resource models on student achievement and on teacher and student behavior was contrasted using 480 learning disabled and educable mentally handicapped children.

Parents Talk about mainstreaming, Medford, ME: LINC Outreach, Tufts University, 1978. (Exceptional Child Education Resources, 1980, 12, No. 2201.)

This slide/tape presentation shows parents of handicapped children discussing their reactions to their children's mainstreaming.

Reich, C., Hambleton, T., & Klein, B. *The integration of hearing impaired children in regular classrooms*. Toronto, Ontario, Canada: Toronto Board of Education, 1975. (ERIC Document Reproduction Service No. ED 133 937)

This report presents findings on the effectiveness of four Ontario programs integrating 195 hearing impaired students in elementary and secondary regular classrooms. Regular teachers who were in contact with an itinerant teacher knew more about hearing problems than those who were not. Subjects fully integrated had higher reading, language and speech intelligability scores.

Risley, G. W. *The effects of mainstreaming and self-contained education for hearing impaired students*. Los Altos, CA: Los Altos School District, 1977. (ERIC Document Reproduction Service No. ED 150 762)

Fourteen hearing impaired students in either integrated or self-contained classes were compared relative to student achievement and social development, teacher variables and parental understandings and expectations.

Rose, C. The placement of TMR students in the regular elementary school: An analysis of teacher and student attitudes. *B. C. Journal of Special Education*, 1978, *2*, 293-99. (*Exceptional Child Education Resources*, 1981, *12*, No. 4903.)

The effect of integrating trainable mentally retarded students into a regular elementary school program was examined. Analysis of questionnaires completed by 421 regular students and teachers indicated that TMR students were well accepted in their host schools.

Safferstone, M. J. Academic achievement and self-concept of orthopedically disabled students in integrated and segregated settings. (Doctoral dissertation, George Peabody College for Teachers, 1977). *Exceptional Child Education Resources*, 1978, *10*, No. 3248. (University Microfilms No. 77-25, 129)

In a study involving 35 Ss, nine primary null hypotheses were presented in terms of relationships between disability, educational setting and (1) academic achievement, self-reported self-concept, and (2) teacher inferred self-concept as a learner. Specific implications for future research and administrative policy were discussed.

Schiff, G., Scholom, A., Swerdlik, M. and Knight, J. Mainstreamed vs. self-contained classes: A two-year study of their effects on the personal adjustment and academic achievement of children with learning disabilities. *Education*, 1979, *99*, 397-405.

Sixteen of 33 learning disabled students, all of whom had spent a year in a self-contained classroom were placed in a mainstreamed class. Ratings indicated that self-contained classroom environments produced more positive adjustment.

Schleifer, M. J. Mainstreaming: Entering junior high. "He's had a difficult fall, and now he wants to go back to his old school." *Exceptional Parent*, February 1979, pp. A 20; A24-26.

Presented is a personal profile of the many adjustments problems faced by a physically handicapped seventh-grader who had spent his previous six years in a special school and is now mainstreamed into a regular junior high school.

Schwartz, B. & Ezrachi, O. *Pilot study of the efficacy of mainstreaming--integrating handicapped children*. New York, NY: New York University Medical Center, 1978. (ERIC Document Reproduction Service No. ED 165 387)

This report documents goals and activities of a project designed to study the effects of mainstreaming on the preschool child.

Scott, W. H. *The development and implementation of a plan for mainstreaming retarded educable students into regular classrooms in the comprehensive high school*. Fort Lauderdale, FL; Nova University, 1977. (ERIC Document Reproduction Service No. ED 157 216)

A program is described in which 75 EMR students were mainstreamed. The program is said to have been successful in (1) teaching students necessary skills to function, adequately, (2) improving reading and mathematics skills of approximately 75% of the students and (3) raising the student's self-image.

Semmel, M. I. & Adler, M. *The role of the Center for Innovation in Teaching the Handicapped in Project PRIME*. Bloomington, IN: Indiana University, 1971. (ERIC Document Reproduction Service No. ED 111 135)

Described is the role of the Center for Innovation in Teaching the Handicapped in Project PRIME, which attempted to assess the efficacy of mainstreaming for 1,035 emotinally disturbed, educable retarded and language learning disabled Texas pupils in grades 3-5.

Semmel, M. I. and Cheney, C. O. Social acceptance and self-concept of handicapped pupils in mainstream environments. *Education Unlimited*, June 1979, pp. 65-68.

This paper reviews selected research findings relative to the social acceptance/rejection and self-concept of handicapped students in regular classroom environments. Studies are limited to those involving educable mentally retarded, learning disabled, or behaviorally disordered children.

Sheare, J. B. Social acceptance of EMR adolescents in integrated programs. American Journal of Mental Deficiency, 1974, 78, 678-82.

Four hundred nonretarded ninth grade students from the suburban junior-high schools were randomly assigned to control and experimental groups of equal size. Retarded and nonretarded were integrated in nonacademic classes and clubs. Control groups were not integrated. An acceptance scale was devised and administered at midyear. A three-way ANOVA revealed that experimental groups consistently gave more positive responses than did control groups.

Shulman, N. M. Comparisons of self-concept, sociometric status and teacher expectancy of academic performance of special needs children within newly integrated classrooms (Doctoral dissertation, Boston University School of Education, 1977). Exceptional Child Education Resources, 1978, 10, No. 3230. (University Microfilms No. 77-21, 677)

Mainstreaming by itself did not lead to a lessening of the gap between special and nonspecial needs Ss in self-concept, sociometric status and teacher expectancy of academic performance.

Smith, M. F. Comparison of the reading and arithmetic progress of mainstreamed, decertified educable mentally retarded students with slow learners within the same classrooms (Doctoral dissertation, University of Maryland, 1978). Exceptional Child Education Resources, 1979, 11, No. 4334. (University Microfilms No. 782407)

Selected findings of this study were that there were no postest differences between the two groups in either subject area after adjusting for the superior pretest means of the slow learners; that seven EMR Ss were reassigned to special education settings at the end of the year; and that there were no achievement differences in either subject area between EMRs who remained in the regular classroom and those reassigned to a special education setting.

Smith, M. D., Dokecki, P. R. and Davis, E. E. School-related factors influencing the self-concepts of children with learning problems. Peabody Journal of Education, 1977, 54, 185-195.

To assess the impact of mainstreaming versus special class placement on learning disabled elementary school children, three experiments were conducted. Results showed that mainstreamed subjects demonstrated a significantly augmented self-concept and that control Ss who remained in self-contained classes showed an initial increase in self-concept which then leveled off.

Solow, S. P. Classroom behavior and diagnosis of special children (Doctoral dissertation, Yeshiva University, 1979). Exceptional Child Education Resources, 1980, 12, No. 3892. (University Microfilms No. 800 1272)

Selected findings of the study of the classroom behavior of 166 neurologically impaired or emotionally disturbed students were that there were significant differences between the two groups and that children in mainstreamed settings made better adjustment than children in segregated settings.

Soriano, F. Special needs students in public schools: A study of mainstream education (Doctoral dissertation, Brandeis University, 1978). Exceptional Child Education Resources, 1979, 11, No. 4311. (University Microfilms No. 7821716).

The follow up of 186 mainstreamed children sought to determine the relationship between the intellective and demographic domains and the extent to which mainstreaming occurs. Findings suggest that mainstreaming has increased during the past 3 years; and while intellectual characteristics are a good predictor of mainstreaming, the variable has decreased substantially. The demographic variable accounted for a very small portion of the explained variance.

Stephens, T. W. An evaluation study of the efficacy of pupil educational plans as developed by school assessment teams in the Sequoia Union High School District, Redwood City, CA: Sequoia Union High School District, 1977. (ERIC Document Reproduction Service No. ED 149 499)

Ten mainstreamed learning disabled high school students received treatment by an educational plan which was based on informal assessment. Teachers of experimental subjects expressed greater confidence in their own ability and greater understanding of the subjects' problems than did teachers of control subjects.

Strang, L., Smith, M. D., & Rogers, C. M. Social comparions, multiple reference groups, and the self-concepts of academically handicapped children before and after mainstreaming. Journal of Educational Psychology, 1978, 70, 487-497.

Predictions from social comparison theory and group reference theory were tested in two experiments assessing the impact of half-day mainstreaming upon the self-concepts of academically handicappd children. The results supported the theoretical viability of social comparison theory and group reference theory in educational settings.

Upshur, B. L. Comparison of the self-concept and personality factors of maladjusted junior high school students in a special classroom setting with maladjusted students in a regular program (Doctoral dissertation, Fordham University, 1976). Exceptional Child Education Abstracts, 1977, 9, No. 1723. (University Microfilms No. 76-25, 803)

Results of this study indicated that the self-contained program affected the personality of adjustment and self-concepts differently than the traditional class program with most differences favoring the special class.

EVALUATION

Affective instruments used in the evaluation of the "Handicapped Children in the Regular Classroom", an ESEA III Project. Fountain Valley, CA: Fountain Valley School District, no date.

The instruments used in the regular classroom are presented.

Frick, T. Application of SIGGS to Project PRIME: A general systems approach to evaluation of mainstreaming. Bloomington, IN: Center for Innovation in Teaching the Handicapped, 1976. (ERIC Document Reproduction Service No. Ed. 129 841).

This paper discusses the SIGGS model and information statistics relating to the Indiana Behavior Management System. An observation system concerned with teacher management of off-task learner behavior which was used in an evaluation of Programmed Reentry into Mainstreamed Education is included.

Haughton, D. D. & Enos, D. F. Project PERT design manual for PREM. Austin, TX: University of Texas, College of Education, 1975. (ERIC Document Reproduction Service No. ED 117 788).

This publication describes the PERT network developed for use in the three-year PREM Project.

Hegarty, S. Integration-- Some questions to ask. Special Education: Forward Trends, March 1980, pp. 8-10. (Exceptional Child Education Resources, 1980, 12, No. 4693.)

Aspects to consider in evaluating a mainstreamed special education program are discussed. Among factors presented are the means of introducing handicapped children into a mainstreamed setting, the role of staff in the program, access of the special population to the full curriculum and social interaction opportunities.

Hogan, M. F. and Bernstein, J. C. Evaluating special education programs: Using PASS (Program Analysis of Service Systems) to assess a district's mainstreaming project, Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 520)

PASS is an approach based on normalization and accountability principles applicable to a variety of educational, habilitational, residential, supportive, recreational and corrective settings. Details are provided on how one school system used the PASS evaluation to modify programs.

Kaufman, M. J., Semmel, M. I., Agard, J. A. Project PRIME.
Washington, D. C.: Bureau of Education for the Handicapped. 1973.
(ERIC Document Reproduction Service No. ED 106 307)

Programmed Re-entry into Mainstream Education (PRIME) is concerned with evaluating the effectiveness of programs that aim at integration of handicapped children into regular classrooms. The main goals are to determine which handicapped children can benefit and under what conditions it would prove most successful.

Across the silence barrier. Paramus, NJ: Time-Life, 1977. (Film)

This film discusses opposing views of deafness: A handicap to be overcome or a difference to be accepted; oral language proponents view deafness as a handicap to be risen above, while sign language proponents that it should be accepted as a difference and that attempts at speech lead to frustration and further isolation (57 minutes, color, 16mm or video).

Akkerman, C. and Clark, J. F. Field experience: Working with the visually handicapped, Education of the Visually Handicapped. 1978-79, 10, 91-94.

The article focuses on the need for teachers of mainstream classes to develop skills and to modify methodology in order to meet the needs of handicapped children in regular public schools.

Alvir, H. P. Mainstreaming handicapped students who are also juvenile delinquents. Albany, NY: Claire Gelinas, 1979. (ERIC Documents Reproduction Service No. ED 180 156)

An outline of a workshop for teachers on the mainstreaming of handicapped juvenile delinquents is presented. Icebreaking techniques are suggested. The matching questions section is designed to help teachers organize factual information in ways to help handicapped students. Nineteen references are included.

And that's the way things go! St. Louis, MO: Central Institute for the Deaf, 1978. (Exceptional Child Education Resources, 1981, 12, No. 5016.)

The last sequence shows a severely hearing impaired girl discussing her activities as a mainstreamed high schooler and her plans for college. (12 min/BW/ 1/2 in. Reel to Reel/ 3/4 in. Videocassette)

Anderson, V. K. & Schwartz, C. L. Service plan for the hearing impaired program. Chaska, MN: Chaska Independent School District, 1978. (ERIC Document Reproduction Service No. ED 180 152)

This plan provides guidelines for mainstreaming hearing impaired children. Sections covered included: the referral system, program placement alternatives, procedures for dismissal from the program, and consultative services available. Evaluation methods are discussed.

An experience in deafness. Detroit, MI: Audio Visual Program, 1975 (Exceptional Child Education Resources, 10, 1978, No. 2001.)

The filmstrip--cassette package depicts aspects of deafness in children. Five management guides are included in the kit.

Anita, S. D. The social interaction of partially integrated hearing impaired children (Doctoral dissertation, University of Pittsburgh, 1979). Exceptional Child Education Resources, 1981, 12, No. 5041. (University Microfilms No. 8004785)

Results showed that integrated hearing impaired children had fewer interactions with teachers than hearing children. Other findings indicated that both hearing and hearing impaired children spent the greatest percentage of their time with their peers.

Battle, D. E. *Mainstreaming from plan to program: The speech and language component of a mainstream program*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 139 229)

The importance of language training for young handicapped children is stressed. As well as the speech and language component of a mainstream program. Language is defined. Outlined are procedures for identification of children for mainstreaming, assessment, on-going assessment and intervention.

Birch, J. W. *Hearing impaired pupils in the mainstream*. Minneapolis, MN: University of Minnesota, Leadership Training Institute, 1975. (ERIC Document Reproduction Service No. ED 117 904)

Provided primarily for regular class teachers and administrators is information on mainstreaming hearing impaired students. Related terms are defined. Approaches to mainstreaming are defined.

Birch, J. W. *Hearing impaired children in the mainstream*. Reston, VA: Council for Exceptional Children, 1975.

Basic principles for successful communication techniques used with deaf and hearing impaired persons are delineated. A guide for delivering effective education to hearing handicapped pupils in the regular classes is included.

Blanchard, M. & Nober, E. H. *Mainstreaming and its effects on the delivery of services to the handicapped: The speech, language and hearing special educator*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 126 636)

The survey revealed that speech and hearing clinicians described a wide spectrum of increased services, that caseload profile changes were moving toward more organic and central nervous system type problems, and that clinicians needed more experience in working with younger ages.

Bleck, E. E. Integrating the physically handicapped child. *Journal of School Health*, 1979, *49*, 141-46.

The problems of integrating the physically handicapped child are discussed: descriptions of major handicapping conditions, a discussion of the development of mainstreaming programs, suggestions for successful programs, and comments on the financial implications of mainstreaming.

Boyd, J. Communication disorders related to hearing impairment. *Special Education in Canada*, 1977, *51*(3), 9-10; 15. (*Exceptional Child Education Resources*, 1978, *10*, No. 632.)

Because all three components of any communication system--the receiver--all function in the environment of a regular classroom, teachers need to be aware of the limitations of hearing aids, incomplete reception provided by speech reading and lip reading, and the extent to which vision is used as the receptive modality.

Braille Tactile Signs

Three-in-one signs include braille letters for braille readers, tactile for raised letters for non-braille readers and contrasting letters and backgrounds for partially sighted or fully sighted readers. These meet the 504 regulations and proposed new ANSI A 117.1 specifications. Available from Seton Name Plate Corp.

Calovini, G. (Ed.). *Mainstreaming the visually impaired child*. Springfield, IL: Illinois State Office of Education, no date. (ERIC Document Reproduction Service No. ED 140 540)

This document presents guidelines for working with visually impaired students being integrated into regular classes. Identification and referral procedures, characteristics, educational materials, and guidelines for the teacher are presented.

Chesterfield County Public Schools. *Learning disabilities handbook: A guide for classroom teachers in the junior high school*. Richmond, VA: Learning Disabilities Center, 1975. (*Exceptional Child Education Abstracts*, 1976, *7*, No. 3544.)

Intended for junior high teachers with learning disabled children in their classes, the booklet provides information on characteristics, referral, typical profiles, and remediation involving close coordination between the learning lab, the regular classroom, and the home.

Clarke, J. G. and Pieper, E. J. The hearing impaired child. *Instructor*, March 1978, pp. 152-54.

Listed are ten ways teachers can help the hearing impaired child in the normal classroom. Also described are activities to help normal hearing students accept and cope with a peer whose hearing is impaired.

Claussen, H. W. *The forgotten child--The needs of the hard of hearing child: Part II*. Paper presented at the World congress on Future Special Education; Stirling, Scotland, June 25-June 30, 1978. (ERIC Document Reproduction Service No. ED 157 310)

The author contends that the best form of educating and instructing hard of hearing students in Germany is in the segregated schools or in separate sections of schools. Problems with integration are pointed out.

Coker, G. A comparison of self-concept and academic achievement of visually handicapped children enrolled in a regular school and in a residential school. Education of the Visually Handicapped, 1979, 11 (3), 67-74.

The data indicated that achievement scores for students enrolled in residential schools were higher for the fourth, fifth and sixth grade levels than those of students enrolled in regular day schools. Both groups had overall positive self-concepts with individual significant differences between the groups in the areas of intellectual and social status and physical appearance and attributes.

Computerized braille helps maintream the blind. American School and University, June 1978, p. 26.

Braille printouts create textbooks and help train blind programmers at the University of Manitoba.

Corn, A. L. and Martinez, I. When you have a visually handicapped child in your classroom: Suggestions for teachers. New York, NY: American Federation for the Blind, 1977. (Exceptional Education Resources, 1978, 10, No. 1719.)

Information covers such topics as making the child feel comfortable in the class, mobility considerations, and additional services available from resource or itinerant teachers.

Cox, L. M. A comparison of learning disabled students in three program structures (Doctoral dissertation, Kansas State University, 1976). Exceptional Child Education Resources, 1978, 10 No. 2181. (University Microfilms No. 77-16,006)

This study compared the effectiveness of program structures--self-contained, learning center and regular classroom with outside support with specialists. The following results were indicated: Ss made higher reading achievement scores in the self-contained class than in either the regular classroom with support or the learning center; achievement in arithmetic was unaffected by the program structure.

Craig, W. N. and Salem, J. M. Partial integration of deaf with hearing students: Residential school perspectives. American Annals of the Deaf, 1975, 120, 28-36.

Deaf students who spend part of their day with hearing students should improve in such areas as communication capabilities, social awareness, academic skills and vocational competency.

Culhane, B. R. and Curwin, R. There's a deaf child in my class. Learning October, 1978, pp. 111-17.

Specific suggestions are made to help a teacher communicate successfully with a deaf child.

Czerwinki, M. H. Curriculum development for an itinerant program for the visually impaired. Education of the Visually Impaired, 1979/80, 11, 125-128.

Problems related to integration of the visually impaired into the regular class are discussed. Several mathematical notations materials designed to aid itinerant teachers in overcoming these problems are described.

Davis, P. A., Teaching partially sighted children. Teacher, March 1981, pp. 39-41.

Partially sighted is discussed initially; classroom adaptations are discussed: distance work, class work, special subjects. Understanding a partially sighted child and special help are also discussed.

Decker, R. J. and Decker, L. A. Mainstreaming the LD Child: A Cautionary note. Academic Therapy. 1977, 12, 353-56.

Reasons cited for advocating caution in mainstreaming learning disabled students are lowered self-concepts in mainstreamed students due to competition with their normal peers, lack of individual attention, and inadequate teacher preparation.

Degler, L. S. & Risko, V. J. Teaching reading to mainstreamed sensory impaired children. Reading Teacher, 1979, 32, 921-25.

Specific Methods are suggested for reading instruction of visually handicapped and hearing impaired children in a regular classroom.

Doctor, N., An investigation of competencies of teachers of the hearing impaired in integrated settings (Doctoral dissertation, Columbia University Teachers College, 1979). Exceptional Child Education Resource, 1980, 12, No. 1037.)

Analysis of questionnaires revealed such findings as declining image of the teacher of the deaf, and similar role functions and competencies perceived necessary for teachers in self-contained and integrated settings.

Doob, H. S. Gifted students: Identification techniques and program organization. Arlington, VA: Educational Research Service, Inc., 1975. (Exceptional Child Education Resources, 1977, 9 No. 1936.)

Discussed are various ways of identifying gifted children. Eight methods of identifying gifted and talented students and ten programs for the gifted are discussed.

Ellis, N. R. (Ed.) International review of research in mental retardation (vol. 9). New York, NY: Academic Press, 1978. (Exceptional Child Education Resources, 1979, 11, No. 1407.)

"Mainstreaming Mentally Retarded Children: A Review of Research" is included in this volume.

Ewoldt, C. *Mainstreaming the hearing-impaired child: Process not goal.* Washington, D. C.: Kendall Demonstration Elementary School, Gallaudet College, 1979. (ERIC Document Reproduction Service No. ED 168 275)

Issues involved in mainstreaming deaf and hearing impaired students are examined. Suggestions are given for classroom teachers working with mainstreamed hearing impaired students.

Fallis, J. R. The key to integrated learning for children who are hearing impaired. *Volta Review,* 1975, *77*, 363-7.

Hearing impaired children who can benefit from a normal classroom experience should be integrated with their hearing peers as early as possible. Commitment from and cooperation among specialized staff, the regular teachers, the district, the state and community are considered essential ingredients of an effective program.

Ferdinande, R. J. and Colligan, R. C. Psychiatric hospitalization: Mainstream reentry planning for adolescent patients. *Exceptional Children*, 1980, *46*, 544-547.

Brief hospitalization may be a necessary intervention for the adolescent who is in emotional crisis. The students' orientation should remain focused on the mainstream educational environment. Careful planning should be done to effect the supportive reentry.

Fisher, J. *My child is deaf*. New York City: Rehabfilm, no date.

This is a videocassette in which the parents speak frankly of their fears, guilts, and uncertainties over their child's education and social adjustment. It is a 19 minute color video cassette captioned for the benefit of hearing-impaired viewers.

Freeman, G. G. Solve speech-language problems with a team effort! *Teacher*, May/June, 1978, pp. 52-54.

Classroom teachers join with speech-language pathologists to solve problems suffered by students with speech and language disorders.

Freeman, G. G. *Speech and language services and the classroom teacher*. Minneapolis, MN: University of Minnesota, National Support Systems Project, 1977. (ERIC Document Reproduction Service No. ED 152 040)

The author demonstrates that special speech and language services can be provided in the regular classroom through the collaborative efforts of speech-language pathologists and regular classroom teachers.

Garretson, M. D. The residential school. *Deaf American*, April 1977, pp. 19-22. (*Exceptional Child Education Resources*, 1978, *10*, No. 357.)

The president of the National Association of the Deaf considers issues in mainstreaming the deaf child and the function of the residential school under the least restrictive alternative guidelines of P. L. 94-142. Noted is the expense of providing a total comprehensive program in every local school system for the low incidence handicap of deafness.

Garstecki, D. C. *The mainstreamed hearing-impaired child*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-17, 1977. (ERIC Document Reproduction Service No. ED 139 156)

Reviewed are the trends in early identification , amplification and education, parent education, legislation and mainstreaming of hearing impaired children. A case history is presented of a successfully mainstreamed hearing-impaired child.

Godfrey, A. Integration in education: A historical perspective. *New Beacon*, June 1977-78, *61*, 141-44. (*Exceptional Child Education Resources*, 1979, *11* No. 1144.)

The article reviews the arguments concerning the total integration of the visually handicapped from a historical standpoint and cites examples of integrated education for the blind in England.

Godfrey, A. Integrated education--2: A historical perspective. *New Beacon*, 1977, *61*, 173-75;253-58. (*Exceptional Child Education Resources*, 1979, *11*, No. 146.)

The author concludes that integration (visually impaired) has in the past proved impracticable, and that "integrationists" did much to hold up real educational progress.

Godsave, B. F. What not to do for the hearing impaired child. *Learning*, October 1978, pp. 117-18.

The problems of dealing with a child who must wear a hearing aid are discussed. Cooperation between parent and teacher is discussed.

Goodman, M. J., *The deaf student in your class: An index to problems, solutions, and shortcuts, and practical information about deaf people, for college and high school instructors.* Huntington, Beach, CA: Golden West College, 1978. (ERIC Document Reproduction Service No. ED 160 163)

Topics covered are arranged alphabetically and present effective classroom techniques, basic information about deafness, and typical behavior and problems of deaf students.

Gottlieb, D. and Shorkey, C. A. JoAnn-- Working together to help her see. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 139 231)

Presented is the case history and interdisciplinary approach used with a partially sighted 8-year-old girl including vision training, large print instruction and regular class placement. Examples of values clarification activities to foster peer acceptance of the child are given.

Halliday, C. Integrating exceptional children into the regular classroom. Paper presented at the World Congress on Future Special Education, Stirling Scotland, June 25--June 30, 1978. (ERIC Document Reproduction Service No. ED 157 301)

The author describes the Swiss special school program for visually handicapped children. Consideration for more comprehensive integrated programming are listed.

Handleman, J. S. Program transition for autistic-type children. Journal for Special Educators, 1979, 15, 273-9. (Exceptional Child Education Resources, 1980, 11 No. 4923.)

Preparation for mainstreaming autistic-like children is seen to focus on the current setting, the new setting and the child. Chances for success are said to be enhanced by establishing a cooperative relationship before, during and after the transition process.

Hanna, R. L. and Graff, D. L. The physically handicapped child: Facilitating regular classroom adjustment. Austin, TX: Learning Concepts, 1977. (Exceptional Child Education Resources, 1979, 11, No. 685.)

The manual reviews basic information to facilitate regular classroom adjustment of physically handicapped students. The final chapter lists various resources.

Hard-of-hearing child in the regular classroom. Pontiac, MI: Oakland County Schools, 1975. (ERIC Document Reproduction Service No. ED 145 646)

The results of this project indicated that a hearing loss may only cause communication problems and not interfere with learning or that hearing loss may be considered a cause of poor achievement. Classroom teachers are in the best position to assess the hearing loss factor.

Head, D. N. Factors in public school placement and their relationship to self-concept in congentially visually impaired adolescents (Doctoral dissertation, University of Northern Colorado, 1979). Exceptional Child Education Resources, 1980, 12, No. 1096. (University Microfilms No. 7914858)

Secondary visually impaired and blind students in residential, resource and itinerant settings were compared to determine whether class placement is related to their self-concept. Among conclusions were that there is no difference between blind and visually impaired adolescents in class placement and that visually impaired students showed statistically significant increase in self-concept from junior high school to senior high school.

Healey, W. C. Integrated education. Volta Review, 1976, 78 (4), 68-75.

Mainstreaming of hearing impaired students is discussed from the point of view of the child, the school system, and the future.

Henson, F. O. III and Fairchild, T. N. Mainstreaming children with learning disabilities. Austin, TX: Learning Concepts, 1976, (Exceptional Child Education Resources, 1978, 10, No. 441.)

Facilitating the mainstreaming of learning disabled students is the focus of this book which is designed to acquaint regular class teachers with mainstreaming.

Henson, F. O. III. Mainstreaming the gifted. Austin, TX: Learning Concepts, 1976. (Exceptional Child Education Resources, 1978, 10, No. 443.)

This book acquaints regular classroom teachers with the concepts of mainstreaming--this one treats the gifted and talent population.

Hoben, M., Lindstrom, V., Gish, S., Shapiro, S. & Chalberg, C. Integration of vision impaired students and hearing impaired students in regular classrooms: A report of research. Minnesota, MN: Hennepin Technical Centers, 1979. (ERIC Document Reproduction Service No. ED 177 839)

This report presents the results of the first year of a Minneapolis Project, RIM (Reducing Isolation in the Mainstream), whose goals were to expand and refine knowledge of the variables critical to personal and social growth of sensorially handicapped children in the mainstream, and to use this knowledge to provide appropriate support services for the social and personal development of mainstreamed handicapped children.

Hosiak, P. P. Emotional disturbance. Can emotionally disturbed students be integrated? An in-depth review of the pertinent literature. Montreal, Canada: McGill University, 1976. (ERIC Document Reproduction Service No. ED 135 176)

This document provides a survey of current reading on the education of emotionally disturbed children.

Karchmer, M. A. and Trybus, R. J. *Who are the deaf children in "mainstream" programs*? Paper presented at the Convention of American Instructors of the Deaf, Los Angeles, CA, June 1977. (ERIC Document Reproduction Service No. ED 148 073)

The paper examines the extent of integrated placement of hearing impaired children in the United States and describes a variety of educationally salient characteristics of these students. Students in integrated programs are reported to have significantly less severe hearing loss, higher family income and other distinctive characteristics.

Karnes, M. B. *Identifying and programming young gifted/talented handicapped children*. Paper presented at the World Congress on Future of Special Education, Stirling Scotland, June 25-June 30, 1978. (ERIC Document Reproduction Service No. ED 157 313)

This paper describes the identification process and procedures developed in a project for gifted/talented handicapped children in six talent areas. Characteristics of two approaches used to educate these children in a mainstream setting are delineated.

Kennedy, P. *Mainstreaming the hearing impaired child: Critical variables.* Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 541)

A four-year longitudinal study of 37 hearing impaired children who were graduates of a public school preschool program and were integrated at K or first grade has identified critical variables in successful integration. Six factors are identified and discussed.

Ketcham, W. A. Can instruction for the gifted be improved? Thoughts on a basic design for gifted education. *Innovator*, August 1975, pp. 8-11. (*Exceptional Child Education Resources*, 1976, *7*, No. 3468.)

Three educational program alternatives for the gifted are discussed in terms of implementation, design, advantages, and disadvantages.

Kilpatrick, I. D. *Mainstreaming the hearing impaired child: Critical variables*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 542)

Six critical variables in the mainstreaming of hearing impaired children include focusing attention on the child who has always been mainstreamed, monitoring the child on an intensive basis, involving staff in inservice training, considering parents as members of the team, convincing parents to use their ability to influence administrators, and teaching school counselors to deal with hearing impaired children.

Kindred, E. M. Integration at the secondary school level. *Volta Review*, 1976, *78* (1), 35-43.

The coordinator of an integrated program for hearing impaired students in a public high school discusses key components in the program and the implementation of a curriculum planned to meet the needs of each hearing impaired student.

Kindred, E. M. *Mainstreaming teenagers with care*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, TX: April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 042)

This paper reports on a program for mainstreaming acoustically handicapped high school students. Among aspects discussed are criteria for success in mainstreamed programs, and support staff roles and functions. Seven characteristics of successfully mainstreamed students are listed.

Krebs, C., Major, M., Milnes, J., and Swenson, A., *Insights: A handbook for classroom teachers of the visually impaired.* Fairfax, VA: Fairfax County Public Schools, The Vision Program, 1978.

Intended for regular classroom teachers with one or more visually impaired students, the book provides information on vision problems, special equipment. Suggestions for classroom procedures are included.

Laslett, R. Integrating the maladjusted child. *Special Education: Forward Trends*, 1979, *6*(2), 8-11.

The author discusses the implications of the Warnock Report's suggestion that maladjusted children be functionally integrated into the ordinary school.

Lazar, A. L. (Ed.) *Aids to psycholinguistic teaching for the regular class teacher with mainstreamed exceptionals*. Palos Verdes Estated, CA: PASKT Publications, 1977. (ERIC Document Reproduction Service No. ED 150 819)

The booklet contains 72 sample lesson activities for use with mainstreamed LD students.

Lindstedt, E. Assessment, counseling, and training of integrated visually impaired children. *Journal of Visual Impairment and Blindness*, 1979, *73*, 351-58.

The article describes a program in Sweden in which visually handicapped students are integrated at a residential school's center for assessment, counseling and training.

Living and learning with the handicapped child. New York, NY: Cambridge Book Company, 1978. (35 mm slide/audiocassette/10-15 minutes)

The slide program focuses on the emotionally disturbed student. Maladaptive behavior, treatment techniques, and regular classroom management are discussed as a model reinforcement program for modifying disturbing behavior.

Love, H. D. *Teaching physically handicapped children: Methods and Materials.* Springfield, IL: Charles C. Thomas, 1978. (*Exceptional Child Education Resources*, 1979, *11*, No. 215.)

Chapter four treats approaches to teaching language arts and mathematics to orothopedically handicapped children.

Low, A. Mainstream education for deaf pupils. *Special Education: Forward Trends*, December 1978, p. 19.

The author describes mainstreaming of hearing impaired and deaf students in Germany, Austria and Switzerland.

Macklin, F. Mainstreaming: The cost issue. *American Annals of the Deaf*, 1976, *121*, 364-65.

Integration of hearing impaired students is an educational program alternative. What is needed is a cost analysis of current practices in terms of resources required and educational outcomes of all alternatives.

Mangold, S. The importance of precision teaching in the education of visually impaired students being mainstreamed into public schools: Part II. *Education of the Visually Impaired*, 1978, 10, 50-56.

The educational needs of mainstreamed visually handicapped students are discussed.

Martin, G. J. & Hoben, M. *Supporting visually impaired students in the mainstream*. Minneapolis, MN: Leadership Training Institute for Special Education, 1977. (ERIC Document Reproduction Service No. ED 145 609)

This handbook on the successful mainstreaming of visually impaired students provides a description of four mainstreaming programs, a discussion of principles and practices derived from the four programs, and practical suggestions for classroom teachers who will have a visually impaired student for the first time.

Martin, G. J. & Hoben, M. S. *Supporting visually impaired students in the mainstream*. Reston, VA: Council for Exceptional Children, 1977.

Model programs and pros and cons of mainstreaming visually handicapped children are covered.

Masat, L. J., Ledebur, J. K., Azzara, C., & Martoz, B. *Transitional strategies for mainstreaming emotionally disturbed students*. Paper presented at the Annual International Convention of the Council for Exceptional Children, Philadelphia, PA., April 1980. (ERIC Document Reproduction Service No. ED 188 388)

This paper reviews a panel presentation on the essential components, policies, and strategies of a system for effectively moving emotionally disturbed students in the LRE and keeping them there. Appended are a schedule for mainstreaming, a class observation sheet, a mainstreaming contract form and a teacher checklist.

Masoodi, B. and Ban, J. R. Teaching the visually handicapped in regular classes. Educational Leadership, 1980, 37, 351-55.

Teachers are discovering simple and effective ways to help blind and partially sighted students ease into the mainstream of regular classroom learning.

Matter, G. M. Mainstreaming the hearing impaired child: Critical variables: Or integration...for whom? Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 543)

Successful integration of hearing impaired students on the secondary level requires that the resource teacher provide supportive help to the teacher and students. The functions of the resource teacher are delineated.

McCarthy, J. The learning disabled in the mainstream of education: The who?...in the what? Devereux Forum, Winter 1978, pp. 50-56. (Exceptional Child Education Resources, 1979, 11, No. 463.)

This article discusses the mainstreaming of learning disabled children and presents definitions for various concepts related to mainstreaming of such children.

McCay, V. Integration of mainstreaming. American Annals of the Deaf, 1975, 120, 15-16.

A system developed by R. Holcomb is contrasted favorably with other unclaimed efforts at mainstreaming deaf children that are said to result in irreversible educational and psychological damage.

McGee, D. I. Critical variables in the mainstreaming of hearing impaired children. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 540)

Identified are eight types of mainstreaming guidelines for establishing a program and essential elements in maintaining a program are discussed.

Merrow, J. (Producer). Gifted and talented children: Update (Options in Education Series). Washington, DC: National Public Radio, 1978.

This update examines the qualities that make some students gifted and the most effective methods for teaching these students. Educators and specialists in gifted education are interviewed. (Cassette)

Merrow, J. (Producer). Retarded children (Options in Education Series). Washington, DC: National Public Radio, 1979. (Cassette)

FACTS: 6 parts, 29 minutes each. This series emphasizes public facilities for the retarded by visiting institutions for the profoundly retarded and multiply handicapped, as well as schools for the educable retarded.

Moody, J. B. & Bozeman, R. Integration and mainstreaming of communicatively disordered children. Paper presented, at the Annual International Convention, The Council for Exceptional Children, Dallas, TX, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 043)

Presented is an overview of the factors involved in providing successful mainstreaming experiences to severely language disordered children. Three areas are emphasized for instruction: adaptation of material, directions and independence.

Moon, M. Amplification for the integrated child. Audiology and Hearing Education, August/September 1978, pp. 20-21. (Exceptional Child Education Resources, 1979, 11, No. 2032.)

Discussed is the use of special amplification employed for the aurally handicapped child who has been mainstreamed into a normal classroom. Described are two classroom amplification systems.

Morris, J. Mainstreaming the hearing impaired child, K-6. Pensacola, FL: Escambia County Board of Education, 1975. (ERIC Document Reproduction Service No. ED 115 008)

Presented are procedures and forms used by a school to integrate hearing impaired students into the regular classroom program. Components are described. Twelve steps in the mainstreaming procedures are outlined. The determination of those children to be mainstreamed, parent orientation, and evaluation of the child's performance are included.

Munson, H. L., Miller, J. K., Gargantiel, C. W. & Huang, Chin-li. Pupil selection and program development problems in mainstreaming the handicapped child. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada, March, 1978. (ERIC Document Reproduction Service No. ED 154 552)

A cooperative approach to mainstreaming between a school for the deaf and a nearby regional Occupational Education Center of the Board of Cooperative Educational Services in New York State was investigated in four programs representing local variations of the model of partial mainstreaming.

National Education Association. Hearing-impaired formal inservice program. Washington, D.C.: Author, 1978. (ERIC Document Reproduction Service No. ED 174 568)

This modeule is designed for elementary school teachers who wish to develop skills in handling hearing impaired students who are mainstreamed into their classrooms.

Neel, R. S. Teaching the behavior disordered child. *Early Years*, 1979, *9*, (8), 27-30.

Suggestions are given to help regular class teachers deal with mainstreamed behavior problem children. Methods to help students blow off steam and to provide natural consequences for student actions are discussed.

Nix, G. W. (Ed.) *The rights of hearing impaired children*. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1977. (*Exceptional Child Education Resources*, 1980, *12*, No. 535.)

Mainstreaming is considered as one of the educational options. A detailed case history of a due process hearing is presented. A mainstreaming placement checklist is appended.

Nober, L. W. An in-service program for integrating hearing impaired children. *Volta Review*, 1975, *77*, 173-75.

The Hearing Impaired Formal In-service (HI-FI) Program has been developed by the Northeast Regional Media Center for the Deaf to be used as the basis of an inservice program to facilitate mainstreaming of severely hearing impaired students into the public environment. Available from NCEMMH.

Nober, L. W. The Hearing Impaired Formal In-service Program. *Language, Speech and Hearing Services in the Schools*, 1975, *6*, 187-90.

Described are the contents and availability of the HI-FI Program which was designed to be used as the basis for an in-service education workshop on mainstreaming severely hearing impaired children.

Northcott, W. *Critical variables in mainstreaming the hearing impaired child: Or integration...for whom?* Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 546)

This paper summarizes six individual panel presentations focusing on critical variables in mainstreaming the hearing impaired child.

Noyce, R. Resources for teaching the gifted reader. *Gifted Child Quarterly*, 1977, *21*, 239-45.

A list of resources is provided to assist teachers in planning reading programs which will stimulate the elementary level gifted reader to achieve according to his/her abilities.

Oliphant, G. G. Program planning for dyslexic children in general education. *Bulletin of the Orton Society*, 1979, *29*, 225-37. (*Exceptional Child Education Resources*, 1980, *12*, No. 1744.)

Characteristics of dyslexic children and the formulation of a program for them within the framework of general education are the focus of this article. Six steps in the education process for the dyslexic for the child are outlined.

Orlansky, J. Z. *Mainstreaming the hearing impaired child: An educational alternative*. Austin, TX: Learning Concepts, 1977, (*Exceptional Child Education Resources*, 1978, *10*, No. 1633.)

The book provides information on and suggestions for teaching the mainstreamed hearing impaired.

Orlansky, M. D. *Mainstreaming the visually impaired child: Blind and partially sighted students in the regular classroom*. Austin, TX: Learning Concepts, 1977. (*Exceptional Child Education Resources*, 1978, *10*, No. 1634.)

The book provides suggestions for teaching the mainstreamed visually impaired child.

Osguthrope, R. T., Whitehead, B. D., & Bishop, M. E. Training and managing paraprofessionals as tutors and notetakers for mainstreamed deaf students. *American Annals of the Deaf*, 1978, 123, 563-571.

Effective training and management techniques for the implementation of paraprofessional support systems for mainstreamed deaf students are demonstrated at the National Technical Institute for the Deaf.

Pappanikou, A. J. and Paul, J. L. (Eds). *Mainstreaming emotionally disturbed children*. Syracuse, NY: Syracuse University Press, 1977.

Presented are the conceptualization of a number of theoretical positions on the implementation of programs for emotionally disturbed children in community education.

Parlato, S. Jr. Read any good films lately? *Audiovisual Instruction*, September 1977, pp. 30-1.

The need for motion picture captioning is increasing. Production versus borrowing is discussed and addresses for further information are provided.

Pflaster, G. A factor analysis of variables related to academic performance of hearing-impaired children in regular classes. *Volta Review*, 1980, *82*, 71-84.

Thirteen intrinsic and extrinsic uncorrelated (orthogonal) factors related to academic performance of hearing impaired children integrated into regular classes are identified and described. The factors are discussed in terms of their implications for determining the suitability of a mainstream setting for a particular hearing impaired child.

Pieper, B. The teacher and the child with spina bifida. Chicago, IL: Spina Bifida Association of America, 1977. (Exceptional Child Education Resources, 1979, 11, No. 2888.)

A rationale for mainstreaming is explored. Sources for materials to help the teacher work with a spina bifida child are listed. Appended are lists of sources for instructional materials.

Radko, D. A. A program proposal designed to assist regular classroom teachers with mainstreamed socially maladjusted and emotionally disturbed children (Doctoral dissertation, Rutgers University, 1976). Exceptional Child Education Resources, 1979, 11, No. 3123. (University Microfilms No. 7800208)

A systems approach is the focus of a program proposal to help regular classroom teachers with mainstreamed socially maladjusted and emotionally disturbed students.

Ramsey, R. W. and Ramsey, R. S. Educating the emotionally handicapped child in the public school setting. Adolescence, 1978, 13, 537-41.

A discussion of the identification and placement of emotionally handicapped children in mainstreamed settings is presented. The roles of the resource and regular class teachers are examined. Provisions for the severely emotionally handicapped student are discussed.

Rayder, N., Askew, J. & Tayler, T. The "diff-enfranchised" return to the mainstream. San Francisco, CA: Far West Lab for Educational Research and Development, 1979. (ERIC Document Reproduction Service No. ED 178 507)

A program is described in which physically disabled adults were hired as teacher aides to work in mainstreamed classrooms. It was found that these aides not only served as role models for handicapped children, but also increased the sensitivity of normal students.

Risko, V. J. & Degler, L. S. Concept development for mainstreamed sensory impaired children. Nashville, TN: George Peabody College for Teachers, 1978. (ERIC Document Reproduction Service No. ED 179947)

Sensory impaired children often have poorly developed or ungeneralized concept development that impedes their ability to understand stories or content texts. This paper presents a description of the learning problems of these children as they relate to the reading process. Implications for teaching reading and a model of concept development are presented. Also offered is a "common sense" approach to adapting the curriculum and materials.

Rister, A. Deaf children in mainstream education. Volta Review, 1975, 77, 279-90.

A longitudinal follow-up study of 88 deaf children who were former students in an oral preschool program was conducted to compare the characteristics of those who went on to regular education and special education. Findings revealed that 62% of the subjects attended regular education classes and 38% were in special education classes. School personnel reported achievement as adequate.

Ritter, D. R. Surviving in the regular classroom: A follow-up mainstreamed children with learning disabilities. *Journal of School Psychology*, 1978, *16*, 253-256.

Elementary-age children diagnosed as learning diabled were assessed. It was concluded that regular classroom instruction alone may be insufficient for mainstreamed children with learning disabilities and that supplemental programming seems necessary if prior rates of learning are to be maintained.

Ross, M. *Position paper: Mainstream education of the hearing impaired child: Audiological considerations*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 544)

The primary emphasis in mainstreaming hard of hearing children should be on providing the opportunity for optimum use of residual hearing. Well trained educational audiologists acting as supportive personnel would enhance the effectiveness of mainstreaming for hard of hearing children.

Schreirer, B. A. Tailor-made classes. *Florida Vocational Journal*, 1978, *4*,(2), 26-28.

Adapted teaching materials and procedures were developed at Florida State University to help visually handicapped students in the public schools participate in a mainstreamed home economics class.

Schwartzberg, J. G. *Mainstreaming the hearing impaired child: A parent's experience. Montessori and some comparisons.* Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 545)

The Montessori system is seen to be especially advantageous for the deaf child because of the following characteristics: opportunity for the child to be successful, a visual form of education, individualized education, informal teaching styles, no group lessons, a committment to social education, opportunities for the child to be useful and helpful, and provisions for remedial education.

Scofield, S. J. The language-delayed child in the mainstreamed primary classroom. *Language Arts*, 1978, *55*, 719-723; 732.

Language-delayed children need systematic instruction, experiences with a range of language functions, and opportunities for spontaneous speech.

Scott, E. Visually impaired students in public schools. *B. C. Journal of Special Education,* 1978, *2*, 245-51.

Reasons why visually impaired have been integrated into the public schools are reviewed.

Silverman, M. Beyond the mainstream: The special needs of the chronic child patient. *American Journal of Orthopsychiatry*, 1979, *49*, 62-68.

The author argues that a simplistic insistence on equality through mainstreaming violates the rights and needs of some behaviorally disturbed children to be different.

Spungin, S. J. (ED.) *Guidelines for public school programs serving visually handicapped children*. New York, NY: American Foundation for the Blind, 1978. (*Exceptional Child Education Resources*, 1979, *11*, No. 2458 .)

This document provides guidelines for mainstreaming the visually handicapped. The program section details organization, continuum of services, early childhood programs, assessment for educational planning, and teacher responsibilities. Program supports are discussed.

Stearns, S. E. Understanding the psychological adjustment of physically handicapped children in the classroom. *Children Today*, January/February 1981, pp. 12-15.

This article presents information to help teachers evaluate how well the physically handicapped child and his/her family members have adjusted to the child's disability, together with guidelines for handling the practical issues that arise in the classroom.

Swartz, S. L. Mainstreaming news: Learning disabilities and the classroom teacher. *Curriculum Review*, 1979, *18*, 89-90.

The definition of learning disabilities presented in P.L. 94-142 is presented. The role of the classroom teacher is delineated. A list of organizations, journals and reference books is included.

Tape Recorder Note Taking Systems for Severely Handicapped.

Easicoder is a portable cassette tape recording machine; cuing signals can be placed on the tape. It weighs nine pounds and measures 12 1/2 x 8 1/2 x 3 1/2 inches. Available from Roomich, Beery and Bayer, Inc.

The seven-minute lesson. New York, NY: American Federation for the Blind, 1977. (7 min./color/16mm)

Using the vehicle of a shopping trip, the film shows specific techniques of being a sighted guide to a blind person. Instead of holding the blind person, let him/her take your elbow.

Thomas, J. E. A study of the factors influencing the integration of visually impaired children into classes and activities with normally seeing children (Doctoral dissertation, Wayne State University, 1976). *Exceptional Child Education Resources*, 1978, *10*, No. 2062 (University Microfilms No. 77-9461.)

In a study involving 61 visually impaired elementary and secondary students, chronological age was the most important variable affecting integration; followed by arithmetic achievement, psychomotor curriculum, grade, visual efficiency and sex.

Thomas, J. E. Factors influencing the integration of visually impaired children. *Journal of Visual Impairment and Blindness*, 1979, *73*, 359-64.

It was concluded that age, arithmetic achievement, psychomotor curriculum, grade, visual efficiency and sex were significantly related to integration. Age was the single most important variable influencing integration.

Thurman, D. Mainstreaming and the visually impaired: A report from Atlantic Canada. *Education of the Visually Handicapped*, 1978, *10*, 35-37.

Described is a program of consultant/itinerant services for local schools enrolling visually handicapped children.

Token, M. L. (Ed.) *Pilot models for mainstreaming secondary students who are mild to moderate behaviorally disordered: Administrator manual.* Lincoln, NB: Nebraska State Department of Education, 1976. (ERIC Document Reproduction Service No. ED 155 854)

The administrator's manual describes a program for delivery of services, within the concept of mainstreaming, to secondary students who are mild to moderate behaviorally disordered.

Vander Kolk, C. J., A school-community agency project for visually handicapped children. *Journal of Visual Impairment and Blindness*, 1979, *73*, 140-43.

The author presents a description and an evaluation of a project providing assessment and supportive services for mainstreamed visually impaired children.

Van Putte, A. W. Relationship of school setting to self-concept in physically disabled children. *Journal of School Health*, 1979, *49*, 576-78.

This study investigated the relationship between school setting and self-concept in 20 handicapped school children and found no significant correlation. The socioeconomic status of the child, however, did seem to have some imporatnce to self-concept.

Vermeij, G. J. On teaching the blind student. Today's Education. November/December 1978, pp. 77-78.

A flexible and tolerant attitude that encourages experimentation and a little risk helps lower educational barriers for blind and sighted alike.

Vernon, M. C. and Athey, J. The Holcomb Plan. Instructor, January 1977, pp. 136-37.

A creative approach to mainstreaming deaf and hard of hearing children is described.

Vicente, A. R. (Ed.) The learning disabled student in the regular classroom. A guide for teachers. Canada: British Columbia Department of Education, 1979. (ERIC Document Reproduction Service No. ED 180 135)

The guide provides information for working with mainstreamed learning disabled students. The appendices include lists of materials available in language arts, math, science and other areas.

Vision of the blind. Paramus, NJ: Time-Life, 1976. (48 min./color/16mm)

The intellectual development of blind children is slowed because they are not encouraged to use whatever residual sight they may have. Schools are shown in which children are taught to use this residual sight, enabling them to make a more active role in life.

White, M. A. Considerations in the integration of behaviorally disordered students into the regular classroom: Teacher concerns and considerations. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, TX, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 082)

Presented are the results of a survey regarding the role of the teacher of emotionally disturbed children in reintegrating students into the regular classroom. The survey of regular and special educators is reported to indicate four top priority inservice topics related to ED students, behavioral characteristics, management techniques, teaching techniques and learning characteristics.

Wilson, J. D., McVeigh, V. M., McMahon, J. F., Bauer, A. M. & Richardson, P. C. Early intervention: The right to sight. Education of the Visually Handicapped, 1976, 8 (3), 83-90.

A follow-up study was conducted of 15 visually handicapped preschoolers involved in a program of initial and on-going diagnosis, individualized prescriptive education, intensive parent involvement, and coordinated entry into regular classes.

Yater, V. V. *Mainstreaming of children with hearing loss: Practical guidelines and implications*. Springfield, IL: Charles C. Thomas 1977. (*Exceptional Child Education Resurces*, 1978, *10*, No. 2378.)

The text provides information on processes, guidelines and materials relating to the integration of hearing impaired students into the educational mainstream. A paper is appended at the end that gives suggestions for helping students with hearing losses in regular classrooms.

Zakariasen, H. Is there a child with epilepsy in the classroom? *Education Unlimited*, September 1979, pp. 13-15.

The condition is defined and some of its manifestations are outlined, including petit mal epilepsy, psychomotor epilepsy, and grand mal epilepsy. Constructive ways to deal with epileptic students are suggested, including specific ways to handle a seizure.

GENERAL

Bevilacqua, T. and Osterlink, F. Components of a service program for mainstreaming of hearing-impaired students into regular university programs. American Annals of the Deaf, 1979, 124, 400-402.

The authors focus on providing postsecondary education for deaf students on regular college campuses.

Bryan, W. A. and Becker, K. M. Student services for the handicapped student. New Directions for Student Services, 1980, 1(10), 9-21.

Moving the handicapped student into the mainstream of University life requires a specialized delivery system. Student services personnel can help with special needs by locating resources and providing career counseling to help students reach their potential.

DeGraff, A. H. Campus services: A variety of alternatives. New Directions for Higher Education, 1979, 7(1), 41-52.

The Director of Boston University's Disabled Student Services shows how institutions can offer equal access to handicapped students through coordinated campus services. Three types of services that a campus office can help assure are: preadmission inquiries and visits, auxiliary aids and access to recreational activities.

Education for the handicapped: Part I. Washington, DC: George Washington University, Institute for Educational Leadership & National Public Radio 1976. (ERIC Document Reproduction Service No. ED 131 646)

Issues in special education (mainstreaming, P.L. 94-142, etc.) are discussed. Participants include disabled persons, special education teachers, and experts in the field.

Education for the handicapped: Part II. Washington, DC: George Washington University, Institute for Educational Leadership & National Public Radio, 1976. (ERIC Document Reproduction Service No. ED 131 647)

Issues in special education are discussed. These issues include P.L. 94-142, teachers' rights, rights of handicapped, identification procedures, etc.

Golby, M. and Gulliver, J. Whose remedies, whose ills? A critical review of remedial education. Journal of Curriculum Studies, 1979, 11, 137-47.

Discussed are changes in the traditional role of remedial education as a result of integrating students with learning disabilities into the normal curriculum. The roles of remedial teachers and students in this changed situation are discussed.

Jones, R. L. *Mainstreaming and the minority child*. Minneapolis, MN: Leadership Training Institute, 1976. (ERIC Document Reproduction Service No. ED 133 941)

Presented are 16 author-contributed papers dealing with theoretical questions and practical concerns relating to the effect of mainstreaming on the minority child.

Kneedler, R. D. and Tarver, S. G. *Changing perspectives in special education*. Columbus, OH: Charles E. Merrill Publishing Company, 1977. (*Exceptional Child Education Resources*, 1979, *11*, No. 1231.)

Part four gives some consideration to mainstreaming.

Mainstreaming minibuses. *American School and University*. January 1977, pp. 34-36.

Minibuses used to transport handicapped students are used for many other activities.

Martin, E. W. Some thoughts on mainstreaming. *High School Journal*, 1976, *59*, 271-74.

Major concerns about the development of mainstreaming were discussed.

Milbauer, B. The mainstreaming puzzle *Teacher*, May/June 1977, pp. 44-46.

All of the pieces, people, laws, programs can fit together.

Mosley, J. L. Integration: The need for a systematic evaluation of the socio-adaptive aspect. *Education and Training of the Mentally Retarded*. 1978, *13*, 4-8.

There is a need for a systematic evaluation of the socio-adpative aspect within integrated educational programming for educable mentally retarded children.

NJEA Policy statement on mainstreaming, *NJEA Review*, May 1977, pp. 19.

NJEA's Committee on Exceptional Children presents a proposed policy that is discussed in this article.

Peterson, R. L. and Bass, K. *Mainstreaming: A working bibliography (3rd ed.)*. Minneapolis, MN: University of Minnesota, National Support System Project, 1977. (*Exceptional Child Education Resources*, *11*, No. 2886.)

The document contains approximately 850 bibliographic entries arranged alphabetically by author on the subject of mainstreaming.

Reynolds, M. C. & Birch, J. W. *Teaching exceptional children in all America's schools: A first course for teachers and principals*. Reston, VA: Council for Exceptional Children, 1977. (ERIC Document Reproduction Service No. ED 145 626)

This textbook offers a mainstream approach to educating handicapped and gifted students.

Shipman, D. A. When learning comes in, are the poor left out? *Learning*, October 1978, pp. 120-21.

Concern is voiced that in the pressure to spend individual time with handicapped students, teachers will pay less attention to the needs of the nonhandicapped low achievers who come predominantly from the poor and the ethnic minorities.

Steer, M. The golden rule: Carter style budgeting for special education. *Education and Training of the Mentally Retarded*, 1977, *12*, 253-55.

Carter's approach to financial management is discussed as it applies to the trend of returning greater numbers of exceptional children into the mainstream.

Stroud, M. B. Do students sink or swim in the mainstream? *Phi Delta Kappan*, 1978, *60*, 316.

An Ohio study revealed that while a special class generally provided a more positive classroom climate for the handicapped, special classes were more alike than they were different.

Warbasse, V. Please, teachers--teach those kids. *Education and Training of the Mentally Retarded*, 1977, *12*, 248-50.

Regular and special class placement of handicapped children are discussed in terms of teacher needs, individualized programming research and the role of individuals other than teachers who are responsible for inadequate progress in special education.

Warfield, G. J. (Ed.) *Mainstream currents: Reprints from Exceptional Children*. Reston, VA: Council for Exceptional Children, 1974. (ERIC Document Reproduction Service No. ED 102 759)

Presented are reprints of 37 articles on mainstreaming handicapped children from *Exceptional Children* published between 1968 and 1974.

Zemanek, D. H. and Lehrer, B. E. The role of university departments of special education in mainstreaming. *Exceptional Children*, 1977, *43*, 377-79.

The authors examine the ways in which departments of special education can contribute to the development of mainstreaming programs.

IMPLEMENTING

A selected annotated bibliography on P. L. 94-142: Practical programs for the classroom. Washington, DC: ERIC Clearinghouse on Teacher Education, 1980. (ERIC Document Reproduction Service No. ED 181 025)

Literature concerned with the implementation of programs designed to mainstream handicapped children into regular classroom activities is presented in the form of an annotated bibliography.

Baine, D. Selection and evaluation of instructional programs. Mental Retardation Bulletin, 1976, 4, 133-138. (Exceptional Child Education Resources, 1977, 9, No. 1511.)

The author discusses problems teachers face in the selection of instructional materials in view of the integration of exceptional children into the regular classroom. A checklist is provided for use in selecting and evaluating instructional programs.

Barley, R. Evaluating an integration project. Special Education: Forward Trends, March 1980, pp. 15-16. (Exceptional Child Education Resources, 1981, 12, No. 4695.)

The study pointed out the need for coordination between the special school and the special unit of the mainstreamed school for an adequate curriculum for the students at the mainstreamed school.

Behrend, M. W. & Shimkus, J.P. Considerations of the implementation of P.L. 94-142 in the state of Georgia. Journal of the International Association of Pupil Personnel Workers, 1978, 22, 204-236.

Insufficient funding, lack of trained personnel, accountability and labeling are discussed. The roles of normal children, parents and professionals are considered.

Benefield, G. Jr. An exploratory study of the administrative perceptions of the state of affairs of mainstreaming programs in effect in school districts for two years or more (Doctoral dissertation, The University of Michigan, 1976). Exceptional Child Education Abstracts, 1977, No. 826. (University Microfilm No. 76-19, 082)

Findings from a study identifying and exploring 33 mainstreamed public school districts in 24 states revealed that many of the basic problems faced in mainstreaming handicapped children originate from lack of trained teachers, lack of school district readiness to service the mainstream concept, lack of program oriented goals and cooperation between school district and teacher training institutions, and lack of open communincation in the sharing of ideas between school districts.

Brill, R. G. Mainstreaming: Format or quality? American Annals of the Deaf, 1975, 120, 377-81.

A superintendent of a school for the deaf offers reasons why the special needs of the deaf cannot be adequately met in the regular classroom.

Clay, C. M. Relationships among organizational structure, attitudes toward mainstreaming, and implementation of individualized educational programs (Doctoral dissertation, University of Virginia, 1979). Exceptional Child Education Resources, 1980, 12, No. 3772.(University Microfilms No. 79 28006)

Results of a study of 74 regular classroom teachers who had mainstreamed students in their classes showed that eight independent variables, three structural properties and five attitudes contributed significantly to the degree of implementation of the individualized education program in their classes.

Conway, A (Sister). Mainstreaming from a school for the deaf. Volta Review, 1979, 81, 237-41.

Findings from the interview indicate that the majority are considered average. The students agreed that intelligible speech was important and that wearing a functioning hearing aid was valuable. Supportive services are seen as essential for these students.

"Daddy, can I hear the sun?" Garden City, NY: The Film Company of Adelphi University, 1978. (Exceptional Child Education Resources, 1980, 11, No. 5325.)

The film demonstrates how the deaf are mainstreamed into the community.

Egan, Y. M., Portland's gypsies see school in their future. American Education, March 1980, pp. 20-24.

Portland Schools' Gypsy Education Project attempts the gradual mainstreaming of Gypsies into regular classrooms through special group instruction within a normal elementary school environment.

Elman, N. M. and Ginsberg, J. H. The resource room primer. Englewood Cliffs, NJ: Prentice-Hall, 1981.

This book states in simple, easy-to-understand terms the entire process of setting up and implementing a resource room program. Detailed sample lessons are included.

Ferdinande, R. J. and Colligan, R. C., Psychiatric hospitalization: Mainstream reentry planning for adolescent patients. Exceptional Children, 1980, 46, 544-47.

Brief hospitalization may be a necessary intervention for the adolescent who is in emotional crisis. The student's orientation should remain focused on the mainstream educational environment. Careful planning should be done to effect the supportive reentry.

Fourier, B. Barriers to mainstreaming the physically handicapped child. *Spina Bifida Therapy*, 1978, *1*(2), 75-80. (*Exceptional Child Education Resources*, 1980, *11*, No. 4868.)

The three main barriers a physically handicapped child faces when mainstreamed are physical, emotional and social. Emotional and social barriers are hard to deal with. Teaching handicapped children to have a good self-concept, be independent and have good problem solving skills will equip them to handle themselves in the mainstream.

Fraser, B. C. Integration. *Child Care, Health and Development*, 1977, *3*, 201-211. (*Exceptional Child Education Resources*, 1978, *10*, No. 1716.)

Analyzed are problems involved in mainstreaming handicapped children. Factors in the child and external factors affecting integration are examined.

Giannitti, M. C., Sr., Pizzo, J. R., Wheeler, R., & Yakingoff, M. *A system approach to the evaluation of children with learning disabilities*. 1613 Falmouth Avenue, New Hyde Park, NY 11040. (ERIC Document Reproduction Service No. ED 139 754)

This study concluded that if mainstreaming learning disabled students is to be an effective alternative, an individualized program of instructing and continuing evaluation are essential to the teacher who is charged with the responsibility for the child's learning.

Handicapped children in the classroom. (Program No. 977). Washington, DC: Institute for Educational Leadership; National Public Radio, George Washington University, 1977. (ERIC Document Reproduction Service No. ED 149 554)

Presented are transcripts of radio programs on handicapped children in the classroom. Through interviews, the programs touch on peer acceptance, teacher training, problems with mainstreaming, concerns of teachers about IEPs, rights of parents and the feelings and rights of handicapped children.

Harris, W. J. and Mahar, C. Problems in implementing resource programs in rural schools. *Exceptional Children*, 1975, *42*, 95-99.

The problems which impede the development and effectiveness of resource programs to serve mildly handicapped children in rural schools include lack of organizational readiness, system shock, interpersonal roadblocks and shortage of competent resource teachers.

Levy, R. D. Curriculum development procedures for mainstreaming educable mentally retarded students: A proposal. *Clearing House*, 1976, *49*, 325-27.

Described are the initial steps that were taken to mainstream EMR students. A twelve step curriculum development procedure for totally mainstreaming such students is outlined.

Long, K. *Johnny's such a bright boy, what a shame he's retarded*. Boston, MA: Houghton Mifflin Company, 1977. (*Exceptional Child Education Resources*, 1978, *10*, No. 1723.)

Described is a school system just beginning to implement mainstreaming.

McIntosh, D. K. Mainstreaming: Too often a myth, too rarely a reality. *Academic Therapy*, 1979, *15*(1), 53-59.

Problems in implementing a mainstreaming program for exceptional children include lack of staff preparation and inadequate guidelines concerning resource room operation. Four approaches to the problem are recommended by the author.

Meisels, S. J. First steps in mainstreaming. *Young Children*, 1977, *33*, (1) 4-13.

The author discusses the concept of mainstreaming, the integration of children with special needs into the regular classroom and attempts to answer specific questions concerning the organization and implementation of mainstreaming programs.

Morgan, G. Integration vs. segregation in Ontario. *Special Education: Forward Trends*, March 1977, pp. 18-21.

Developments in integration of handicapped children in the educational system of Ontario, Canada are reviewed.

Newberger, D. H. Situational socialization: an affective interaction component of the mainstreaming reintegration construct (Doctoral dissertation, University of Houston, 1976). *Exceptional Child Education Resources*, 1978, *10* No. 948. (University Microfilms No. 77-1521)

A paradigm for effectively reintegrating mild to moderately handicapped learners with their regular classmates in instructional learning environments was developed. The steps are delineated and discussed.

Newberger, D. A. Situational socialization: An affective interaction component of the mainstreaming reintegration construct. *Journal of Special Education*, 1978, *12*, 113-21.

A mainstreaming paradigm is presented which is viewed as the process component of an input/process/output model. This paradigm represents the process of acquiring new knowledge, behavior, and attitudes that both normal and mild to moderately handicapped learners need for success in interpersonal relationships.

Pappanikou, A. J. Mainstreaming. *Teacher Education and Special Education*, 1979, *2*(3), 51-58.

This article addresses four issues in the mainstreaming of handicapped children to the least restrictive environment: readiness of the system to deal with the concept of the handicapped, availability of support systems for mainstreaming, establishment of a continuum of service unto acceptance of the concept that mainstreaming is "good" for all students.

Power, E. M. Integration: Problems and promises. Mental Retardation, 1975, 13(1), 42.

Discussed were the problems and promises of integrating retarded children with normal peers.

Roberts, B. Making it into the Mainstreaming. Teacher, December 1975, pp. 37-9.

Including the handicapped in the regular classroom can provide "special" education for all. Some positive steps teachers can take to help the mainstreamed child succeed in the classroom are treated.

Sapon-Shevin, M. Mainstreaming: Implementing the spirit of the law. Journal of Negro Education, 1979, 48, 364-81.

The author traces the direction which the mainstreaming movement has taken to date, analyzes models for organizing schools to best meet the needs of all children, discusses ways for facilitating appropriate changes, and describes the interrelationship between the mainstreaming movement and the desegregation and multicultural education movements.

Schworm, R. W. Models in special education: Considerations and cautions. Journal of Special Education, 1976, 10, 179-86.

Cautions and considerations for developing and implementing instructional models for students with learning and behavioral problems are examined in light of the need to keep students as close to the least restrictive alternative as possible.

Smokoski, F., Blake, F., Hamlin, H., & Main, J. The assimilation of two classes of TMH children into a typical junior high school. Paper presented at the Annual International Convention, The Council for Exceptional Children, Kansas City, MO, May 2-5, 1978. (ERIC Document Reproduction Service No. ED 153 425)

Twenty-five TMR young adults were placed in two junior high schools. Problems encountered included difficulty ordering suitable materials and equipment, physical facilities in the schools and policies and procedures regarding such things as field trips, insurance requirements and general information.

Sivage, C. Damming the mainstream: Barriers to the implementation of an innovation. Eugene, OR: Oregon School Study Council, 1979. (ERIC Document Reproduction Service No. ED 175 172)

Mainstreaming terms are defined, a historical perspective is offered, and hypothetical case studies of handicapped children are given to illustrate representative school programs in three different time periods. A mainstreaming model is offered which looks at five factors that serve as facilitators and prohibitors of change: relative advantage, compatability, complexity, trailability, and observability.

Sivage, C. A. *Implementing Public Law 94-142: A case for organizational readiness*. Eugene, OR: Oregon University, College of Education, 1979. (ERIC Document Reproduction Service No. ED 188 369)

It was concluded that successful implementation of mainstreaming depends on a more system-wide approach involving the whole school.

Vandivier, S. S. and Vandivier, P. L. To sink or swim in the mainstream. *Clearing House*, 1979, *52*, 277-79.

Problems in mainstreaming handicapped children in public schools are identified and discussed.

Wade, D. O., & Knight, M. F. *Applying behavioral and political principles in developing mainstream special education programs.* Paper presented at the Annual International Convention of the Midwestern Association of Behavior Analysis, Chicago, IL, May 1, 1976. (ERIC Document Reproduction Service No. ED 136 517)

Results indicated that initial success and acceptance of the consulting teacher mainstreaming model was achieved through gaining administrative and institutional political support, and that districts involved in planned district development consistently gained the administrative institutional support.

Warnock, N. J. Making general education "special". *Education and Training of the Mentally Retarded*, 1976, *11*, 304-7.

This article reports the findings of a questionnaire designed to determine the kinds of administrative problems and possible alternative courses of action for integrating EMR students into the regular classroom.

Wendel, F. C. Progress in mainstreaming. *Phi Delta Kappan*, 1977, *59*, 58.

This survey reveals that mainstreaming activities have progressed significantly since 1971.

White, M. A., Returning students from special to regular classes. *Pointer*, Fall 1979, pp. 97-104.

The reintergration of handicapped students into mainstreamed classes is discussed.

Winter, S. Mainstreaming: The impact of Public Law 94-142. *Focus*, Winter/Spring, 1979, pp. 15-19. (*Exceptional Child Education Resources*, 1979, *11*, No. 4079.)

Issues involved in mainstreaming disturbed adolescents are discussed.

Wise, J. H. Playing D-U-M-P or how to murder mainstreaming. *Education Unlimited*, June 1979, pp. 49-51.

The author outlines six tactics which undermine the success of programs designed to mainstream handicapped students.

Wyne, M. D. Intervening with developmentally disabled children in a regular school setting. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada, March, 1978. (ERIC Document Reproduction Service No. ED 154 553)

This paper focuses on the integration of 36 moderately and severely retarded children from a private self-contained special school to a public elementary school. There was a need to prepare the parents and the children for this transition.

Ziegler, E. Special education could handicap your board if plans aren't made in advance. Updating School Board Policies, 1979, 10(10), 1-3;6.

This article outlines the provisions of P.L. 94-142, some obstacles to the law's implementation, and the approaches some districts are taking to implement the provisions.

Zigler, E. and Muenchow, S. Mainstreaming: The proof is in the implementation. American Psychologist, 1979, 34, 993-96.

Despite the ambiguous nature of current research on mainstreaming, several points seem clear: (1) appropriate training for persons working with handicapped children is extremely important: (2) without adequate support personnel in the classroom, mainstreaming will fail; and (3) mainstreaming and its evaluation are related to social forces and values.

INSTRUCTIONAL ALTERNATIVES

Anderson, S. M. & Dirr, P. J. *Open education and the handicapped.* Buffalo, NY: Research and Development Complex, State University College at Buffalo, 1974. (ERIC Document Reproduction Service No. ED 105 674)

The author discusses the appropriateness of open education for educable mentally retarded students and educationally handicapped children, pointing out that the philosophy of individualized instruction basic to open education allows for the inclusion of handicapped children.

Battaglia, M. *Mainstreaming from plan to program: From the perspective of the regular classroom teacher.* Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 139 230)

A regular classroom teacher describes a mainstreaming program for handicapped children with an open space and team teaching situation.

Carpenter, R. L. Informal consultation and special education teachers. *Education Unlimited*, March 1980, pp. 14-17.

The author considers the role of the special education teacher as consultant to the regular teacher serving the handicpped student in the regular classroom. The problems with negative attitude toward mainstreaming are considered and some basic techniques of consulting are described.

Connor, L. E. Mainstreaming a special school. *Teaching Exceptional Children*, 1976, *8*, 76-80.

Efforts to open up Lexington School for the Deaf have been aided by such actions as offering the use of school facilities to community groups, incorporating trained volunteers into the program, mainstreaming students into regular public classes and enrolling normally hearing children in the Lexington School Classes.

Donohue, G. & Rainear, A. D. *Resource room approach to mainstreaming: Survey of the literature*. Pitman, NJ: Educational Improvement Center, no date. (ERIC Document Reproduction Service No. ED 111 122)

The manual contains a survey of the literature on the resource room approach to mainstreaming for educable retarded students. Factors that precipitated mainstreaming are discussed. The resource room as an alternative instructional model is explained.

Hartman, R. K. and Hartman, J. A. The two-directional resource room: Report on a pilot project. *Education and Training of the Mentally Retarded*, 1976, *11*, 296-303.

The current trend toward regular class placement of exceptional children is discussed in light of the logic and research related to the self-contained special class.

Lindstedt, E. Assessment, counseling and training of integrated visually impaired children. *Journal of Visually Impairment and Blindness*, 1979, *73*, 351-58.

This article describes a program in Sweden in which visually handicapped students are at a residential schools's center of assessment, counseling and training.

Miller, T. L. and Sabatino, D. A. An evaluation of the teacher consultant model as an approach to mainstreaming. *Exceptional Children*, 1978, *45*, 86-91.

The effect of two special education resource models on student achievement and on teacher and student behavior was contrasted. Results showed special students' academic performance gains were equivalent for both models while teacher behaviors were judged slightly better under the teacher consultant model suggesting utility in both models in operation within a continuum of services.

Montgomery, M. D., An ethnography of an elementary school resource room program (Doctoral dissertation, The University of North Carolina at Chapel Hill, 1979). *Exceptional Child Education Resources* 1980, *12*, No. 3748. (University Microfilms No. 7925948)

Conclusions of a study of a resource room program for elementary learning disabled and mentally handicapped children were that the program is a source of organizational conflict, that the territorial behavior of classroom teachers poses problems for the resouce room teacher, and that the process of certifying exceptional children is a form of ritual.

Reich, C., Hambleton, D. and Houldin, B. K. The integration of hearing impaired children in regular classrooms. *American Annals of the Deaf*, 1977, *122*, 534-43.

A study was conducted of 195 elementary and secondary level hearing impaired students in four programs which used varied degrees of integration.

Rocha, R. M., & Gregory, G. P. The resource room: Delivery systems for mainstreaming in elementary social studies. *Social Education*, 1979, *43*, 63-64.

The authors outline the responsibilities of the resource room teacher as a support person and diagnostician. They provide an IEP chart legally required for children receiving special education services.

Rust, J. O., Miller, L. S. and Wilson, W. H. Using a control group to evaluate a resource room program. *Psychology in the Schools*, 1978, *15*, 503-506.

Scores on the Metropolitan Achievement Test indicated that all subjects gained significantly in achievement over the year; gains in resource room Ss were not substantially greater than gains in regular class Ss.

Sherbenou, R. J., The effects of peer-teachers on the implementation of instructional implementation plans for mainstreamed handicapped children (Doctoral dissertation, University of Idaho, 1979). Exceptional Child Education Resources, 1980, 12, No. 2271. (University Microfilms No. 7917115).

Results of the study indicated that five mentally handicapped kindergarten children could make significant progress when given additional help from peer teachers utilizing the Instructional Implementation Plan.

Speece, D. L. and Mandell, C. J. Resource room support services for regular teachers. Learning Disabilities Quarterly, 1980, 3(1), 49-53.

Results indicated that regular teachers rated nine support services as critical for effective mainstreaming. Remedial instruction in the resource room and informal student progress meetings were provided.

Thomas, L. B. Special education resource rooms in Michigan: Current status and perceptions of ideal delivery system (Doctoral dissertation, University of Michigan, 1979). Exceptional Child Education Resources, 1980, 12, No. 3755. (University Microfilms No. 7925236)

Among findings were that the largest percentage of students in resource rooms are learning disabled and that 70% of those surveyed favored resource room placement for students needing 10% to 25% special education.

Vick, B. Programs for the physically/multiple handicapped: Past-present-future. Bureau Memorandum, 1979, 20(2), 13-16.

The principal of a special school for the physically and mentally handicapped in Milwaukee reviews the history of services for handicapped persons as well as current approaches used in the school. Provisions for the least restrictive environment are discussed and the concept of appropriate and individual education programs is applied to physically multiply handicapped students.

Wasserman, T. and Adamany, N. Day treatment and public schools: An approach to mainstreaming. Child Welfare, 1976, 55, 117-24.

The authors describe the rationale and techniques of a therapy program designed to keep children with behavior and learning problems in regular classrooms for part of the school day.

LAW/LEGISLATION

Abbruzzese, J. A. Jr. *The administrative aspects of P. L. 94-142: Dealing with federal mandates and compliances*. Paper presented at the Annual Meeting of American Association of School Administrators, Anaheim, CA, February 15-18, 1980. (ERIC Document Reproduction Service No. ED 184-240).

There are three types of mainstreaming: academic, temporal and social. The author suggests ways for lessening the intensity of confusion.

Ashley, J. G. Mainstreaming: One step forward, two steps back. *American Educator*, October 1977, pp. 3-7. (*Exceptional Child Education Resources*, 1978, *10*, No. 1976.)

Public Law 94-142 may cause some detrimental effects by presenting special problems in three areas: the difficulties inherent in developing individualized education programs for each child , the mechanics entailed in providing due process to the handicapped child and his parents and the increased costs to the state of complying with federal regulations.

Bateman, B. *So you're going to a hearing*. Northbrook, IL:, Hubbard Scientific, 1980.

The author provides specific information in the proper sequence that an educator would need if faced with a P.L. 94-142 due process hearing.

Blatt, B. The integration--segregation issue: Some questions, assumptions and facts. *Family Involvement*, October, 1975, pp. 10-14. (Exceptional Child Education Resources, 1976, *7*, No. 3484).

Discussed in terms of questions, assumptions and facts are issued in the controversy over the advisability of mainstreaming handicapped persons in regular school and other community programs.

Boyer, E. L. Public Law 94-142: A promising start? *Educational Leadership*, 1979, *36*, 298-301.

This author presents the history, requirements, and some effects of P. L. 94-142 which is intended to provide equity and quality in education for children who need more care, attention, and understanding than most.

Brooke, E. P. L. 94-142--Getting the money to make it work. *Today's Education*, November/December, 1977, pp. 50-52.

Senator Brooke discusses the financial ramifications of P. L. 94-142 and the responsibility of the Federal Government in providing financial assistance to aid in implementing the act.

Brown, R. T. A closer examination of the Education for All Handicapped Children Act: A guide for the 1980's. Psychology in the Schools, 1980 17, 355-60.

The identification and evaluation guidelines under P. L. 94-142 are discussed.

Carpenter, R. L. and Robson, D. L. The potential effect of new special education legislation on the field of vocational education. Journal of Industrial Teacher Education, 1978, 15(2), 50-54.

The author discuss the implications of special education legislation on vocational education.

Chalfant, J. C. and Van Dusen, M. The compliance manual:A guide to rules and regulations of P. L. 94-142. Austin, TX: Remberton Press, 1980.

The authors use a question-and-answer format and useful forms to present a clear interpretation of P. L. 94-142's rules and regulations.

Chaplin, R.C. The legal rights of children with handicapping conditions and the process of mainstreaming. Peabody Journal of Education, 1978, 56, 18-23.

Mainstreaming of handicapped children is presented from the point of view of the legal rights of children. The issue involves all levels of government in a constantly changing relationship.

Cole, R. W. and Dunn, R. A new lease on life for Education of the Handicapped: Ohio copes with P. L. 94-142. Phi Delta Kappan, 1977, 59, 3-6; 10; 22.

Described is Ohio's efforts to implement the new federal legislation and the implications this legislation may have for all education in the areas of parental involvement and individualization of instruction.

Corrigan, D. C. Political and moral contexts that produced P. L. 94-142. Journal of Teacher Education, 1978, 29 (6), 10-14.

P. L. 94-142 calls for social, political and economic reforms, as well as educational reforms.

Cortright, R. W. Teachers speak out about Public Law 94-142. Education Unlimited, February 1980, pp. 20-21.

This survey revealed that teachers should have training in teaching handicapped students, that paperwork should be minimized and that classes including the handicapped students should be of reduced size.

Dunn, R. and Cole, R. W. Enter into the world of the handicapped: P. L. 94-142 opens the door. Clearing House, 1980, 53, 241-43.

Using vignettes of individual handicapped children in Ohio schools, the authors discuss the importance of P. L. 94-142 in helping these children to develop productive lives.

Fournier-Negroni, Y. A framework for policy analysis: An application to mainstreaming handicapped children (Doctoral dissertation, Memphis State University, 1978). Exceptional Child Education Resources, 1979 11, No. 3230. (University Microfilms No. 7815987).

It was concluded that a need exists in special education to arrive at policy statements based on clearly definable purposes and directions resulting from systematic analysis. Two limitations were identified in applying the framework: the need for those doing the analysis to identify, assess and select assumptions; and the fact that interdisciplinary action is indispensable.

Glover, J. A. and Gary, A. L. Mainstreaming exceptional children: How to make it work. Pacific Grove, CA: Boxwood Press, 1976. (Exceptional Child Education Resources, 1978, 10, No. 427)

Examined are the legislative bases and practical decisions involved in mainstreaming the exceptional children.

Goodman, L. and Price, M. BEH final regulations for learning disabilities: Implications for the secondary school. Learning Disabilities Quarterly, 1978, 1 (4), 73-79.

The regulations implementing P. L. 94-142 raise several concerns about their implications for the learning disabled secondary student.

Hall, S. Catholic education becomes special. Momentum, October 1979, pp. 18-23.

This article traces the history of the legislation leading up to P. L. 94-142, examines how the law has been interpreted and implemented so far, and considers some ways in which the Catholic School System can respond to the needs of handicapped children.

Harrison, J., & Phillips, D. Mainstreaming. Journal of Career Education, 1978, 5 (1), 44-52.

The following are discussed: definition of mainstreaming, reasons for mainstreaming, P. L. 94-142 and preparing personnel for mainstreaming.

Harvey, J. and Siantz, J. Public education and the handicapped. *Journal of Research and Development in Education*, 1979, 12(4), 1-9.

The authors trace the development of federal laws leading to the passage of P. L. 94-142. They place it into perspective and illustrate how planning and funding of programs have evolved to provide the professional personnel to implement it.

Hobbs, N. D. *A handbook for parents of handicapped children*. Monte Sereno, CA: Author, 1978. (*Exceptional Child Education Resource*, 1979, *11*, No. 3976.)

The book details the rights of parents and handicapped children according to P. L. 94-142. A separate section is devoted to special help for parents.

How three laws are changing the picture. *Today's Education: Social Studies Edition*, April/May 1980, pp. 49-52.

Discussed are three major pieces of legislation which give impetus to the effort to expand vocational services for the handicapped: P. L. 94-142, Vocational Education Amendments of 1976 and Section 504 of 93-112.

In the mainstream. New York, NY: Carousel Films, 1978. (Film).

This film is designed to explain Public Law 94-142 and to illustrate that there will be successes and failures in the implementation of P. L. 94-142. The film identifies many of the unforseen difficulties caused by the rapid implementation of the law.

Johnson, W. First things first. *Early Years*, May 1977, pp. 48-9; 82;84.

The extent of mainstreaming likely to result from P. L. 94-142 and ways of preparing for it are suggested.

Kendall, W. S. *Public Law 94-142 and the minority retarded child: An overview of issues and practices*. Paper presented at the Annual Meeting of the American Association of Mental Deficiency, Hot Springs, AK: (ERIC Document Reproduction Service No. ED 169 737).

This paper examines issues involving the implementation of P. L. 94-142 with minority group students.

Kendall, W. S. Public Law 94-142: Implications for the classroom teacher. *Peabody Journal of Education*, 1978, *55*, 226-230.

Public Law 94-142 contains significant innovations regarding the classroom teacher's role in serving the handicapped. Forces behind the law and its effects on classroom practice are examined.

Kennedy, E. M. P.L. 94-142 poses "lofty challenge." Guest editorial. Journal of Teacher Education, 1978, 29, (6), 7.

Senator Kennedy discusses the legal, financial and philosophical implications of P.L. 94-142.

Kirp, D. L. The "special" child goes to court. Columbus, OH: University Council for Educational Administration, 1976. (ERIC Document Reproduction Service No. ED 132 718).

The promise of law reform in this area is real. It imposes formal rationality on school sorting practice, provides heretofore excluded handicapped youngsters with some educational services, and provokes both publicity and the appearance of change.

Lehman, W. H. Jr. Private schools under P. L. 94-142. Lutheran Education, November/December 1978, pp. 70-75.

The role of private schools in "mainstreaming" the handicapped effort is outlined.

Like it is. Education Unlimited November, 1979, pp. 30-34.

This column presents three belief articles. One author presents his view of P.L. 94-142 while another author discusses problems in implementing P.L. 94-142. The final article gives one high school's response to the mainstreaming mandate.

Lynch, W. Training educational personnel under the new law: Prospects and problems. Viewpoints, 1977, 53 (2), 73-87.

The author summarizes the most apparent implications of P.L. 94-142 for the training of teachers and other personnel and contrasts the legislative ideals with educational reality.

Mainstreaming. Currents, April 1977, pp. 9-14.

Discussed are the principles of mainstreaming mentally or emotionally handicapped children as required by Public Law 94-142. Support systems are discussed (child, teacher, school).

May, B. P. P.L. 94-142 and vocational education: Parallel, picture and prophecy. Journal of Career Education, 1978, 5(1), 53-62.

The authors discuss the provisions of P.L. 94-142 and present planned services for the handicapped.

Meade, J. Mainstreaming: The big wind died out. Children's World, Winter 1980, pp. 10-13.

The author reviews the changes that have occurred in the mainstreaming of handicapped children since the passage of P.L. 94-142. In a review of 26 states, all 26 failed to meet the standard of the IEP; one to six million handicapped children are not being served; many districts which do not qualify for federal funds because of violations still receive them.

Merchant, D. (Ed.) TEACH: Teacher education and children with handicaps (Vol. 1, No. 1). Washington, D.C.: American Association of Colleges for Teacher Education, 1979. (ERIC Document Reproduction Service No. ED 170 297).

This is a newsletter that treats Public Law 94-142.

Merchant, D. (Ed.) TEACH: Teacher education and children with handicaps (Vol. 1, No. 2). Washington, D.C.: American Association of Colleges for Teacher Education, 1979. (ERIC Document Reproduction Service No. ED 170 298).

This newsletter contains articles related to P. L. 94-142.

Miller, L. and Miller, M. A. The Education for All Handicapped Act: How well does it accomplish its goal of promoting the least restrictive environment for education? De Paul Law Review, 1979, 28, 321-50.

Examines the deficient labeling techniques, the inefficient funding mechanism, and the administrative problems inherent in P.L. 94-142. Suggestions are offered for remedying these weaknesses. (Available from De Paul)

Mitchell, W. R. The murky world of mainstreaming. Education Unlimited, November 1979, pp. 4-6.

The author considers aspects of implementing the mandates of P.L. 94-142. It is concluded that mainstreaming requires a radical redefinition of the educational task.

Molloy, L. Law and the handicapped. Science and Children, 1976, 13(6), 7-10.

The author defines and discusses the handicapped child and what mainstreaming will mean to both the child and the teachers.

National Education Association. A teacher's reference guide to P.L. 94-142. Washington, D. C.: Author, 1978, (ERIC Document Reproduction Service No. ED 156 663)

Major provisions of Public Law 94-142 are cited and discussed in this guide for teacher association leaders and staff.

National Educational Association. The public law supporting mainstreaming (mainstreaming training series). Washington, DC: National Education Association, 1979. (ERIC Document Reproduction Service No. ED 173-347)

This document describes materials for teachers, parents and administrators who need to be informed on due process procedures and procedural safeguards for implementing the public law supporting mainstreaming.

O'Rourke, J. (Producer). Civil rights for the handicapped (Crossroads Series). Washington, DC: National Public Radio, 1979. (Cassette)

Sections 503 and 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of handicap in federally sponsored activities. Effectiveness is examined by analyzing attitudes, compliance, training of advocates, enforcement, and budget restrictions.

Pate, J. Viewpoint. Early Years, May 1977, pp. 10; 12; 34

Public Law 94-142 originated in parental politics at the state level.

Parents and Public Law 94-142. Newsounds, June 1977, pp. 1-7. (Exceptional Child Education Resources, 1978, 10, No. 39).

Provided for parents of aurally handicapped children is an explanation of the basic tenets of P.L. 94-142. A list of suggested readings is appended.

Parks, A. L. and Rousseau, M. K. The public law supporting mainstreaming: A guide for teachers and parents. Austin, TX: Learning Concepts, 1977. Exceptional Child Education Resources, 1978, 10, No. 438.)

This book is designed to acquaint regular class teachers with the concept of mainstreaming exceptional children. It covers P.L. 94-142, the Education for All Handicapped Children's Act.

Pipes, L. E. (Ed.) Teachers talk: P.L. 94-142 reaches the classroom. A look at early reactions to the Education for All Handicapped Children Act. Washington, DC: ERIC Clearinghouse on Teacher Education, 1978. (ERIC Document Reproduction Service No. ED 150 121)

This publication documents the firsthand experiences of teachers as they work to implement P.L. 94-142.

P.L. 94-142: Answers to the questions you are asking. Instructor, April 1978, pp. 63-65.

This report answers questions relating to the law itself, individualized education programs and the effect of the law on teachers.

Prehm, H. J. and Goldschmidt, S. Mainstreaming handicapped children and related legal implications. Eugene, OR: University of Oregon, Oregon Study Council, 1975. (Exceptional Child Education Resources. 1975, 7, No. 2702.)

Discussed in two papers are issues related to mainstreaming and recent court decisions affecting handicapped children.

Progress toward a free appropriate public education. A report to Congress on the implementation of P.L. 94-142: The Education for All Handicapped Children Act. Washington, DC: Bureau of Education for the Handicapped, 1979. (ERIC Document Reproduction Service No. ED 175 196)

The report is organized around six questions which serve as chapters.

Pugach, M. C. Education for the handicapped: Are we making any progress? *Education Unlimited*, October 1979, pp. 11-14.

This article examines possible conflicts between specific aspects of P.L. 94-142 and the broad intent, or spirit of the law.

Rauth, M. *A guide to understanding the Education for all Handicapped Children Act (P.L. 94-142)*. Washington, DC: American Federation of Teachers, 1978. (ERIC Document Reproduction Service No. ED 162 980)

This pamphlet provides information on the requirements of P.L. 94-142.

Rauth, M. *The Education for All Handicapped Children Act (P.L. 94-142): Preserving both children's and teacher's rights*. Washington, DC: American Federation of Teachers, 1978. (ERIC Document Reproduction Service No. 162 979).

Common problems and questions raised in the implementation of P. L. 94-142 are dealt with in this pamphlet.

Rebore, R. W. Faculty leadership in implementing Public Law 94-142. *Education*, 1980, *100*, 395-97.

This article presents a model for maximizing faculty leadership by becoming familiar with the law's provisions and school district policies and procedures and by establishing a committee composed of all concerned to plan and evaluate the implementation process.

Roth, E. New laws for the handicapped are creating new maturity in our schools. *Humanist*, January/February 1979, pp. 20-23.

The new laws for the handicapped are discussed in terms of their beneficial effects on handicapped students, normal students, student volunteers, and teachers. Described is the adjustment to the mainstreaming of 32 mentally handicapped students at New Bedford High School.

Ryor, J. P. L. 94-142--The perspective of regular education, *Learning Disability Quarterly*, 1978, *1*(2), 6-14.

The President of the National Education Association discusses P.L. 94-142 from the perspective of the regular educator. The article addresses major concerns as well as the expectations of regular educators.

Savage, D. G. *Educating all the handicapped. What the law says and what schools are doing*. Arlington, VA: National School Public Relations Association, 1977. (ERIC Document Reporduction Service No. ED 143 186)

This booklet cites reactions of local and state administrators, supervisors and classroom teachers. Chapter one details the content of P.L. 94-142.

Savage, D. G. *Educating all the handicapped. What the law says and what the schools are doing*. Arlington, VA: National School Public Relations Association, 1977. (*Exceptional Child Education Resources*, 1978, *10*, No. 2206).

The first chapter details the content of P.L. 94-142. Mainstreaming is considered in a subsequent chapter.

Schipper, W. Overview of the legislation--P.L. 94-142. *School Media Quarterly*. 1979, *8*(1), 17-22.

Presents important concepts of P.L. 94-142.

Schlechty, P. C., & Turnbull, A. P. Bureaucracy or professionalism: Implications of P.L. 94-142. *Journal of Teacher Education*, 1978, *29*(6), 34-38.

The best interest of children will be served if mainstreaming results in further professionalization of teachers rather than bureaucratization of schools.

Semmel, M. I. and Heinmiller, J. L. The Education for All Handicapped Act. National perspective and long range implications, *Viewpoints*, 1977, *53* (2), 1-16.

The authors review the antecedents, the purpose and intent of the Congress and discuss some long-range implications for society.

Smergut, P. Making P.L. 94-142 work in the intermediate school. *NSSP Bulletin*, 1980, *64*(436), 106-09.

Individualized education programs, equal protection, and the least restrictive environment as they apply to emotionally disturbed and mildly mentally retarded in an intermediate school setting are discussed.

Smith, S. C. (Ed.) Clarification of P.L. 94-142 for the classroom teacher. Philadelphia, PA: Research for Better Schools, 1978. (*Exceptional Child Education Resources*, 1980, *12*, No. 1891.)

Section 2 contains a series of questions and answers classroom teachers most frequently ask about Public Law 94-142. Section 3 contains seventeen activities to help classroom teachers prepare themselves and their students for implementing the law.

Stearns, M. S. and Cooperstein, R. A. Equity in educating the handicapped. *Educational Leadership*, 1981, *38*, 324-25.

Stanford Research Institute International has been studying the implementation of P.L. 94-142 at the local level and reports the results based on case studies of 17 widely varying school districts.

Wasserman, D. R. A living law: P.L. 94-142 and direct service personnel. Fort Lauderdale, FL: Nova University, 1979. (ERIC Document Reproduction Service No. ED 181 648)

The paper traces the origins of P.L. 94-142, examines the legislation and litigation that preceded it, discusses its funding mechanism, reviews its relationship to Section 504, and looks at several major components of the law.

What the laws and regulations require. Today's Education, November/December 1977, pp. 54-56.

Definitions and some of the general criteria for state and local administration of the program are highlighted.

Willis, D. J. Public Law 94-142 and the rights of children. Journal of Clinical Child Psychology, 1977, 6(3), 2-3. (Exceptional Child Education Resources, 1978, 10, No. 2770)

This editorial addresses the implications of P.L. 94-142 in terms of children's rights, psychological assessment, the I.Q. test controversy and mainstreaming.

Yohn, C. W. Policy options for providing special education and related services guaranteed by P.L. 94-142 to military dependents. Reston, VA: Council for Exceptional Children, Policy Research Center, 1980. (ERIC Document Reproduction Service No. 191 202)

This paper focuses on policy issues for handicapped students whose parents are employed by the federal government overseas. Three types of federally funded program options are funded programs. Opetions are considered in the final chpater for the following policy areas: identification and location of handicapped children, least restrictive environment, related services and procedural safeguards.

LEAST RESTRICTIVE ENVIRONMENT

Anderson, V. K. and Schwartz, C. L. *Service plan for the hearing impaired program*. Chaska, MN: Chaska Independent School District, 1978. (ERIC Document Reproduction Service No. ED 180 152).

The service plan provides guidelines for a mainstreamed hearing impaired program.

Bach, Z. Mainstreaming and resource rooms: Changing approaches to special education. *NJEA Review*, October 1976, 12-15.

The author discusses mainstreaming and the variations in mainstreaming programs.

Barclay, J. and Kehle, T. J. The impact of handicapped students on other students in the classroom. *Journal of Research and Development in Education*, 1979, *12*(4), 80-92.

Three studies are summarized that used the Barclay Classroom Climate Inventory to measure the psychological and social-affective impact of six different classroom settings and a specific mainstreaming procedure on 240 EMR and LD pupils. Implications for mainstreaming and placement decisions are drawn.

Bartlett, R. H. Politics, litigation, and mainstreaming: Special education's demise? *Mental Retardation*, 1977, *15*(1), 24-6.

Politics and education have entered into the development of education programs for the mentally retarded. Special educators are faced with a situation of developing alternative strategies which may be the demise of special education and may deprive mentally retarded students of the rights to an adequate and appropriate education.

Bender, M. A. "Least Restrictive" place for EMRs. *School Shop*, April 1978, pp. 63-65.

This article discusses characteristics of the mentally retarded. Interpersonal skills and safety considerations are discussed in relationship to the mentally retarded.

Boersma, F. J., Chapman, J. W. and Battle, J. Academic self-concept change in special education students: Some suggestions for interpreting self-concept scores. *Journal of Special Education*, 1979, *13*, 433-42.

Changes in self-concept were measured by the student's Perception of Ability Scale in 50 learning disabled students, 18 educable mentally retarded students receiving full-time remedial placement and 83 regular-class students. Pre-post data collected over a twelve-month period revealed that full time placement was accompanied by statistically significant increases in academic self-concept, especially in the areas of reading/spelling and confidence.

Bolivia, I. A. Placement of physically handicapped students (Doctoral dissertation, Illinois State University, 1977). *Exceptional Child Education Resources*, 1977, *11*, No. 3110. (University Microfilms No. 78 10007)

Findings from the study involving 144 physically handicapped students revealed many students could be placed in less restrictive educational environments and in regular situations if architectural barriers were removed.

Brinegar, L. *The principle of the least restrictive environment and the schools*. Sacramento, CA: State Department, Office of Special Education, 1978. (ERIC Document Reproduction Service No. ED 162 445)

Issues concerning the interpretation and application of the "least restrictive environment" principle for handicapped children are reviewed.

Brown, C. S. *How to select the least restrictive, but most appropriate, educational program for handicapped children*. Paper presented at the Annual International Convention, the Council for Exceptional Children, Atlanta, GA, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 139 165)

Described are the procedures for a referral to placement process which places each handicapped child in the least restrictive, most appropriate educational program. The process stresses the role of the regular education teacher in determing the special education program options appropriate for the student. A sample report prepared by a regular education teacher is included.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Johnson, F., Wilcox, B. and Gruenewald, L. A rationale for comprehensive longitudinal interactions between severely handicapped students and other citizens. *AAESPH Review*, 1979, *4*, 3-14.

Some arguments in favor of interaction with nonhandicapped persons and some of the arguments in favor of the segregation of severely handicapped persons are delineated and briefly discussed in a point/counterpoint format.

Brown, L., Wilcox, B., Sontag, E., Vincent, B., Dodd, N., and Gruenewald, L. Toward the realization of the least restrictive educational environments for severely handicapped students. *AAESPH Review*, 1977, *2*, 195-202.

Application of the principle of the "least restrictive education environment" for severely handicapped students is discussed in relation to segregation versus integration, interactions with nonhandicapped age peers, the ratio between handicapped and nonhandicapped students.

Bruininks, R. H. and Rynders, J. E. Alternatives to special class placement for educable mentally retarded children. Minneapolis, MN: University of Minnesota, Research, Development, and Demonstration Center in Education of Handicapped Children, 1971. (ERIC Document Reproduction Service No. ED 102 803)

Positions on and the pros and cons of special class placements for mildly mentally retarded students are given. Alternative placements are presented and discussed. Research findings are summarized.

Bullock, L. M. and Rigg, W. C. Jr. The relationship of individualized instruction to the placement of exceptional children: A geographically comparative study. Denton, TX: North Texas State University Bowling Green: Western Kentucky State. (ERIC Document Reproduction Service No. ED 185 780)

Among the results it was found that placement in the least restrictive educational environment was not a good predictor of individualized instruction, but that placement in the most restrictive environment was.

Bunch, G. Mainstreaming and the hearing impaired child: Decision making. B.C. Journal of Special Education, 1977, 1(1), 11-17.

Included are several instruments designed to assist in mainstreaming and making mainstream support decisions for hearing impaired children.

Chambers, R. Educational programs for the handicapped. GAMSP Journal, 1977, 1(2), pp. 43-53. (Exceptional Child Education Resources 1979, 11, No. 2030.)

This paper addresses the principle of the least restrictive environment and individualized education programs. Included are the results of a mainstreaming survey and an individualized educational program model. Examples of opposition to the law are offered. Stressed is the role of the principal in facilitating the law.

Chiba, C. and Semell, M. L. Due process and least restrictive alternative: New emphasis on parental participation. Viewpoints, 1977, 53 (2), 17-29.

The article provides information on the legal principles of due process and of the least restrictive environment. Pertinent litigation in education involving the principles is presented.

Christopherson, S. L. *Developmental placement of intellectually gifted children*. Paper presented at the Annual Meeting at the American Psychological Association, no place, September 1979. (ERIC Document Reproduction Service No. ED 188 362)

The paper describes a policy of placement of gifted children within the regular school program according to each gifted child's intellectual, educational and other developmental facets. The relative advantages of developmental placement are seen as aspects of making it more feasible for schools to meet the needs of gifted children.

Clark, G. M. Mainstreaming for the secondary educable mentally retarded: Is it defensible? *Focus on Exceptional Children*, April 1975. pp. 1-6.

The author suggests that mainstreaming is not the most appropriate educational model for secondary educable retarded students. Cited are inflexibility of secondary school policies, lack of empirical evidence of mainstreaming's effect on this population and inadequacy of most secondary programs' career education programs. Further, research is needed.

Cruickshank, W. M. Least-restrictive placement: Administrative wishful thinking. *Journal of Learning Disabilities*, 1977, *10*, 193-4.

In this editorial, the author criticizes the assumption that the least restrictive environment for learning disabled children is a regular classroom.

Divoky, D. Mainstreaming: Moving special education out of the basement. *Compact*, February 1976, pp. 2-5.

Backed by court decisions and state legislatures is the belief that handicapped students have a right to, and would benefit from, participating in the "least restrictive environment."

Dunn, R. S. and Cole, R. W. Inviting malpractice through mainstreaming. *Educational Leadership*, 1979, *36*, 302-6.

Mainstreaming handicapped students without providing adequately for their special needs is malpractice and may lead to litigation.

Egg, H. C. M. *Integration of the mentally retarded in society: Their wish or ours*? Paper presented at the World Congress on Future of Special Education, Stirling, Scotland, June 25-July 1, 1978. (ERIC Document Reproduction Service No. ED 157 277)

The author discusses areas of concern in the integration of the mentally retarded into the regular classroom.

Exploring issues in the implementation of P. L. 94-142. LRE: Developing criteria for the evaluation of the least restrictive environment provision. Philadelphia, PA: Research for Better Schools, 1979. (Exceptional Child Education Resources 1980, 12, No. 1885.)

Four position papers on criteria for evaluation of the least restrictive environment as required by P. L. 94-142 are presented.

Ford, K. & Stjernberg, L. Meeting the least restrictive environment challenge: Preliminary considerations for educators--an inservice training package. Des Moines, IA: Drake University; Midwest Regional Resource Center, 1979. (ERIC Document Reproduction Service No. ED 184 260)

Activities for the first day deal with the rights of students and clarification of teaching values through self-awareness activities. The final activity allows the participants to actually design a least restrictive environment.

Forness, S. R. Clinical criteria for mainstreaming mildly handicapped students. Psychology in the Schools, 1979, 16, 508-14.

Although integrating handicapped students into regular classrooms is a well established educational practice, clinical decisions to mainstream a given child should be based on systematic consideration of several factors. The criteria are delineated and discussed.

Fourier, B. Barriers to mainstreaming the physically handicapped child. Spina Bifida Therapy, 1978, 1(2), 75-80.

The three barriers a physically handicapped child faces when mainstreaming are physical, emotional and social.

Gickling, E. E. & Dickinson, D. J. Delivery systems and instructional delivery: A necessary distinction when providing services for mainstreamed children. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-17, 1977. (ERIC Document Reproduction Service No. ED 139 166)

The operation of a delivery system for mainstreamed children is discussed in terms of the concept of delivery of services, types of delivery systems and the stages of special education service provision.

Gromek, I. and Scandary, J. Considerations in the educational placement of the physically or otherwise health impaired child. DOPHH Journal, 1976, 3 (1), 8-11.

Hannah, E. P. and Parker, R. M. Mainstreaming vs. special setting. Academic Therapy, 1980, 15, 271-78.

Factors involved in the decision to place a learning disabled child in a mainstream or special class include the classroom situation, the child, and the parents.

Haring, N. G. and Krug, D. A. Placement in regular programs: Procedures and results. *Exceptional Children*, 1975, *41*, 413-17.

Evaluated with 48 elementary age students classified as EMR was an instructional program designed to facilitate the return of the students to regular classes. The students were from economically depressed areas. Results of a one-year follow-up showed a high percentage of the students in regular classes had maintained their academic and behavioral adjustments.

Hawisher, M. F. and Calhoun, M. L. *The resource room: An educational asset for children with special needs*. Columbus, OH: Charles E. Merrill, 1978.

The text provides an overview of mainstreaming practices through the use of a resource room program. The resource teacher's role is examined in chapter seven.

Hedberg, S. Finding the right environment for handicapped children. *Thrust for Educational Leadership*, 1979, *9*(2), 4-5.

Tips for helping students who are designated as disabled integrate into the regular school setting socially as well as academically are offered to administrators.

Heron, T. E. Maintaining the mainstreamed child in the regular classroom: The decision-making process. *Journal of Learning Disabilities*, 1978, *11*, 210-216.

A description is given of a composite decision making approach for maintaining a mainstreamed child in the regular classroom.

Higgins, S. and Ross, J. W. *Policy options regarding information supplied to decision making to determine the least restrictive environment appropriate for each handicapped child*. Reston, VA: Council for Exceptional Children, 1976. (ERIC Document Reproduction Service No. ED 191 201)

An operational definition of LRE is offered which suggests that instruction and services must also be considered with actual placement. The four policy options are: curricular adaptation, methodological adaptation, behavioral adaptations and environmental adaptations.

Jenkins, J. R., Deno, S. L., & Mirkin, P. K. *Measuring pupil progress toward the least restrictive environment*. Minneapolis, MN: University of Minnesota, Institute for Research on Learning Disabilities, 1979. (ERIC Document Reproduction Service No. ED 185 767)

The authors consider reasons for increased emphasis on measuring pupil progress in special education, the use made of pupil progress data, the desirable qualities of measurement systems, and some problems associated with current commercially available data systems.

Jordan, P. H. Serenity, courage, wisdom and mainstreaming. *Journal for Special Educators of the Mentally Retarded*, 1977, *13*, 208-212.

Considerations involved in mainstreaming handicapped children are examined.

Klein, N. K. Least restrictive alternative: An educational analysis. *Education and Training of the Mentally Retarded*, 1978, *13*, 102-04.

The author discusses educational analysis of the least restrictive environment alternative with emphasis on a definition of the term, a framework for analyzing elements of the concept and a set of guiding principles for planning and implementing the concept.

Krein, G. J., Jr. Environmental forces in a mainstreamed elementary classroom (Doctoral dissertation, The University of North Carolina at Chapel Hill, 1977). *Exceptional Child Education Resources*, 1979, *11*, No. 3132. (University Microfilms No. 7810472)

Interaction analysis of a mainstreamed classroom revealed three types of environmental force units which were different for handicapped and nonhandicapped students.

Krueger, M. A. The "Program Day" as school day in residential treatment. *Child Welfare*, 1977, *56*, 271-78.

The author describes a residential program for disturbed children in which the use of child care workers during the school day make possible an integrated program of activities.

Larson, J. Out of the regular classroom but still in the mainstream. *Instructor*, May 1978, pp. 99-100.

This author describes the Knox School for the retarded and discusses the role of special schools in the process of mainstreaming.

Lauder, C. E., Kanthor, H., Myers, G. & Resnick, J. Educational placement of children with spina bifida. *Exceptional Children*, 1979, *45*, 432-37.

The study revealed that placement procedures varied among school districts and often did not meet state mandated requirements. Sixty (60) percent attended regular classes; 13% were enrolled in special education classes; and 21% received instruction from resource teachers. Most children required and were provided a variety of supportive service.

Least restrictive environment panel. Bloomington, IN: Indiana University --Audio-Visual Center, 1978. (*Exceptional Child Education Resources* 1980, *11*, No. 5341.) 30 minute/color/ 3/4 inches videotape.

This presentation offers a panel discussion of the requirements prescribed by P. L. 94-142 for providing the "least restrictive environment."

Least restrictive environment--resource rooms and special classes. Bloomington, IN: Indiana University--Audio-Visual Center, 1978. (Exceptional Child Education Resources, 1980, 11 No. 5343) 30 minutes/color/ 3/4 in. videotape.

This videotape illustrates two types of teaching settings for handicapped students: a multipurpose resource room for mildly retarded, disturbed, and/or learning disabled children, and a full and part-time special class for hearing impaired children. Services are discussed.

Lockwood, A. V. Accomodating learning disabilities: Creating the least restrictive environment. Illinois School Journal, 1978-79, 58(4), 33-36.

Strategies are presented for integrating learning disabled children into academic programs. Suggestions are made in the areas of mathematics, classroom environment, social studies and sciences.

Lusthaus, C. and Lusthaus, E. When is a child ready for mainstreaming? Exceptional Parent, October 1979, pp. R2-R5.

This article responds to a parent's question on an exceptional child's readiness for the regular classroom. Lists of information to be gathered are provided.

Mabee, W. S. The open classroom design: A prototype for a least restrictive alternative. Mental Retardation Bulletin, 1977, 5, 115-24. (Exceptional Child Education Resources, 1979, 11, No. 2107.)

This paper supports the use of the open classroom design as a means of operationalizing and implementing the least restrictive environment concept. Positive characteristics of the open classroom are discussed.

MacMillan, D. L., Jones, R. L. & Meyers, C. E. Mainstreaming the mildly retarded: Some questions, cautions and guidelines. Mental Retardation, 1976, 14(1), 3-10.

The authors raise questions that need answering so that children will not be harmed in this wave of well-intended, but sometimes niave, acceptance of mainstreaming. A distinction is made between the principle of mainstreaming and its implementation.

Mainstreaming: All sides to an issue. Mental Retardation, 1979, 17, 299-306.

Three educators, Childs, Warren and Blatt, present differing viewpoints on the issue of mainstreaming educable mentally retarded children.

Mann, P. H. Educational services as a continuous process. Coral Gables, FL: University of Miami, 1979. (ERIC Document Reproduction Service ED 181 639)

The response of the Teacher Corps Project schools to the mandates of P.L. 94-142 are reported. Changes in school based organization and management stemming from the legislation are divided into three categories.

Masat, L. J. & Schack F. K. The mainstreaming teacher: Training is not enough. Principal, 1981, 61(2), 28-30.

For handicapped students to received adequate instruction in the regular classroom, appropriate placement of the mainstreamed children and sufficient resources and services to support the regular classroom teacher are just as important as teaching skills.

Merz, W. R. & Raske, D. E. Least restrictive educational environment/pupil match. California State Department of Education, 1978. (ERIC Document Reproduction Service No. ED 163 667)

This study identified and defined a variety of educational placement alternatives with reference to the concept of restrictiveness and matched these educational settings with the cognitive, affective and physical development of exceptional pupils. A system was devised for predicting program membership in order to obtain a set of possible least restrictive placements for handicapped students.

Meyen, E. L. and Lehr, D. H. Least restrictive environments: Instructional implications. Focus on Exceptional Children, March, 1980, pp. 1-8.

The authors question the manner in which the least restrictive environment principle is being applied to the mildly handicapped. They take the position that the needs of the mildly handicapped are primarily instructional in nature and necessitate an intensive approach to remediation which few regular classroom teachers are able to provide.

Miller, D. L. and Miller, M. A., The handicapped child's civil right as it relates to the "Least Restrictive Environment" and appropriate mainstreaming. Indian Law Journal, 1978-79, 54, 1-28.

The authors discuss requirements in existing law, assess the status of educational and legal knowledge, review problems of implementation, and make suggestions for effective mainstreaming.

Miller, T. L. and Switzky, H. N. The least restrictive alternative: Implications for service providers. Journal of Special Education, 1978, 12, 123-31.

The definition of the least restrictive alternative is given as well as its implications in special education.

Mittendorf, W. E. The concept of least restrictive environment: Implications for implementation (Doctoral dissertation, Ball State University, 1978). *Exceptional Child Education Resources* 1979, *11*, No. 4299.

The review of the literature traced the historical development of the concept of the "least restrictive alternative environment" and identified implementation considerations for public school officials and administrators.

Mosely, W. J. and Spicker, H. H. Mainstreaming for the educationally deprived. *Theory into Practice*, 1975, *14*(2), 73-81.

Much of the mainstreaming literature tends to obscure critical ethnic characteristics of the children to be mainstreamed. The classroom teacher and curriculum represent the major components of the classroom environment; both can play a large part in determining the potential success of the educationally deprived child.

Mulholland, A. M. and Hourihan, J. P. Parents and due process in education of the handicapped: A case history. *Volta Review*, 1977, *79*, 303-16.

A case study details the evaluation and placement of a preschool hearing impaired boy, and reviews the proceedings of a due process hearing initiated by his parents over the placement decision.

Nix, G. W. Mainstream placement question/check list. *Volta Review*, 1977, *79*, 345-46.

Presented is a checklist of child placement situation and family parameters which contribute to successful mainstream placement for hearing impaired students.

Novonty, P. A. *Mainstreaming the EMR is neither a panacea nor a simple solution: A research study*. (ERIC Document Reproduction Service No. ED 101 522)

Reviewed are research studies and their implications regarding mainstreaming EMR students. Listed are nine points to consider in mainstreaming, including the issues of full or part-time integration and selection of students.

Nutter, M. E. B. Least restrictive environment for the handicapped child ages 0-6 as defined by parents and administrators of special education programs (Doctoral dissertation, The University of Michigan, 1979). *Exceptional Child Education Resources*, 1981, *12*, No. 5196.

A study of definitional differences of "least restrictive environment" among parents of handicapped and nonhandicapped preschool children and of preschool program administrators revealed no significant differences among the three groups.

Owen, L. The placement and preparation of the handicapped child in the regular classroom. *Kappa Delta Pi Record*, December 1978, pp. 58-59.

A brief review of factors to consider in assigning a handicapped child to a regular classroom is provided.

Palmer, D. J. Factors to be considered in placing handicapped children in regular classes. *Journal of School Psychology*, 1980, *18*, 163-71.

School psychologists, administrators and teachers are required to decide if handicapped pupils' educational needs can be met in regular classrooms. Information that may be used to derive this placement decision is examined. Decision-making guidelines are proposed.

Pennsylvania State Department of Education and National Learning Resource Center. *Placing handicapped students in the least restrictive environment: A model for decision makers*, Harrisburg, PA: Author, 1979. (ERIC Document Reproduction Service No. ED 181 659)

This book describes Pennsylvania's approach for determining placement of handicapped students in the least restrictive environment.

Powers, D. A. Mainstreaming EMR pupils at the secondary level: A consideration of the issues. *High School Journal* 1979, *63*(3), 102-08.

The author examines voiced objections to mainstreaming educable mentally retarded students at the secondary level. These focus on the inability of school structures and curriculum to adapt to EMR students' special needs. The author sees the objections as a need for change.

Roubinek, D. & Cheek, C. W. Instructional implication of least-restrictive environment for all children. *Humanist Educator*, December 1978, 54-63.

Roubinek outlines unique concerns that the public and public institutions may encounter as P.L. 94-142 is implemented. Cheek replies that various safeguards and evaluation procedures are the means by which the child's educational opportunities will be protected.

Roubinek, D. L. Will mainstreaming fit? *Educational Leadership*, 1978, *35*, 410-12.

Every decision made without input from classroom teachers systematically decreases the potential of P.L. 94-142 for positive impact.

Rigg, W. C.,Jr. The relationship of individualized instruction to the placement of exceptional children: A Geographically comparative study

(Doctoral dissertation, The University of Oklahoma 1979). Exceptional Child Education Resources 1980, 12, No. 2366. (University Microfilms No. 7921259)

Data revealed that placement in the least restrictive environment is not a good predictor of individualized instruction. Conversely, placement in the most restrictive educational environment is a good predictor of individualized instruction.

Schanzer, S. S. When can we justify mainstreaming? Principal, 1981, 61(2), 31-32.

The author discusses two contradictions. To make the decision to mainstream or not, factors about the child and the school must be addressed and observed. Children must be placed according to individual needs.

Schifani, J. W. (Ed.) Implementing learning in the least restrictive environment: Handicapped children in the mainstreaming. Baltimore, MD: University Park Press, 1980.

The textbook takes a noncategorical perspective for providing the least restrictive environment to the handicapped from birth through adulthood, with particular emphasis on competencies needed by professionals to function in the schools. Part II provides ideas and suggestions for enhancing competency in informal assessment, matching learner needs with appropriate methods and materials and expanding knowledge of instructional sequences.

Schleifer, M. J. (Ed.) "The school year has been a total disaster". Exceptional Parent, August 1977, pp. 25-29.

A case study is presented of a six-year-old cerebral palsied child who is unsuccessfully mainstreamed in a regular first grade class.

Schubert, M., Glick, H. and Bauer, D. The least restrictive environment and the handicapped student. Dayton, OH: Wright State University, 1979.

This handbook was designed to facilitate an understanding of stategies for educating handicapped students in the least restrictive environment. Learning styles and individualized instruction are discussed.

Silverman, M. Beyond the early identification and treatment of the young child: The chronic child patient. Emma Pendleton Bradley Hospital Charles Bradley Pre-School Program, 1978. (ERIC Document Reproduction Service No. ED 162 484)

Examples of three emotionally disturbed children whose behavior deteriorated in regular class placements are cited to support the author's contention that the LRD principle may err in the direction of underserving and underprotecting handicapped children.

Smith, C. R., White, M. & Peterson, R. Reintergration of emotionally disabled pupils. Iowa study: Preliminary report. Des Moines, IA: Iowa State Department of Public Instruction, Division of Special Education, 1979. (ERIC Document Reproduction Service No. ED 176 439)

It was shown that readiness of a student to return to a regular classroom rests with the perceptions of the individual ED teacher regarding the student's progress; 65.5% of the respondents felt that integration procedures were not clearly defined. In selecting the regular classroom or teacher to be involved in the integration process most respondents indicated that humane, attitudinal and personality factors were more highly valued than knowledge of educational techniques or philosophies.

Stephens, T. M. Teaching learning and behavioral disabled students in least restrictive environments. Behavioral Disorders, 1977, 2, 146-151. (Exceptional Child Education Resources, 1979, 10, No. 473.)

The placement of learning disabled and behaviorally disordered children in the least restrictive setting requires consideration of both environmental conditions and psychological factors which contribute to the handicap.

Switzky, H. N. and Miller, T. L. The least restrictive alternative. Mental Retardation, 1978, 16, 52-54.

The least restrictive alternative concept is reviewed including its implications for those providing services to mentally retarded persons.

Taylor, K. C. and Zelman, S. T. Opening the school house door: Placing handicapped children in the least restrictive setting. Children's House/Children's World Winter 1979, pp. 4-8. (Exceptional Child Education Resources, 1979, 11, No. 3894).

The author addresses the concept of the "least restrictive setting" and considers what it means for the public school. The cases of an elementary age deaf child and a retarded adolescent are presented to illustrate how placement of handicapped children in the least restrictive setting works.

Thornburgh, J. Into the mainstream. Contemporary Education, 1980, 51, 161-62.

The case committee is defined and discussed. Also discussed is the need for the strengths and weaknesses of students via criterion referenced tests by regular classroom teachers.

Tindall, L. W. and Gugerty, J. J. Least restrictive alternative for handicapped students. Columbus, OH: National Center for Research in Vocational Education, 1979.

The authors review the origins and current status of the concept.

Tractenberg, P. L. A response to Dunn and Cole. Educational Leadership, 1979, 36, 306-07.

This author contends that if school systems and their professionals carry out their legal and professional responsibilities to their handicapped students the likelihood of judicial intervention is minimized.

Walberg, F. A. Removing restrictions from the least restrictive environment. Thrust for Education Leadership, 1979, 9(2), 6-8.

The author suggest ways to teach "campus survival skills" to handicapped students and suggests techniques for successfully integrating these students into the mainstream of college life.

Wener, A. Delivery of educational services for the learning disabled: A systematic approach. Paper presented at the International Scientific Conference of IFLD, Montreal, Canada, August 9-13, 1976. (ERIC Document Reproduction Service No. ED 135 139)

For many types of LD students, integration with regular class students is desirable. Therefore, a comprehensive analysis of the educational service delivery system is needed to achieve this goal. Necessary changes in the regular education system are examined.

Wilkes, H. H., Bireley, M. K., and Schultz, J. J. Criteria for mainstreaming the learning disabled child into the regular classroom. Journal of Learning Disabilities, 1979, 12, 251-56.

Psychologists, learning disabilities teachers and learning disabilities supervisors were asked to rate the importance of 41 criteria for determining a learning disabled child's readiness for mainstreaming. The findings indicated that professionals in the field can agree on the relative importance of a set of criteria for mainstreaming.

Yeager, B. G. Parent perceptions of least restrictive alternative (Doctoral dissertation, The University of Toledo, 1979). Exceptional Child Education Resources 1981, 12, No. 5082. (University Microfilms No. 8002827)

Results of questionnaire responses from 154 parents of mentally handicapped children concerning their perceptions of least restrictive alternative placement for their children indicated that the majority were not in favor of mainstreaming for their children.

Greenberg, L. Test development procedures for including handicapped students in New Jersey's state assessment program. Trenton, NJ: New Jersey State Department of Education, Division of Operations, Research and Evaluation, 1980. (ERIC Document Reproduction Service No. ED 187 767)

Reading and mathematics tests from the New Jersey Minimum Basic Skills Tests were modified to accommodate handicapped students to determine whether students would perform better on the modified forms of the test. Changes were made in the format of the test booklets, answer sheet and administration instructions to accommodate the various categories of disabilities. Uncluttered test pages and large-print appeared to influence performance.

Hull, M. E. Garvin, J. S. and Withey, R. A. The basic competencies movement: Implications for mainstreaming. Education Unlimited, June 1979, pp. 41-43.

The author considers the implications of minimum competency requirements for handicapped students, teachers of the handicapped, and mainstreaming.

Swartz, S. L., Mainstreaming News: Competency testing and the handicapped. Curriculum Review, 1979, 18, 356-57.

A statement developed by the Illinois Council for Exceptional Children on how the special child will be affected by competency testing. Possible objectives to minimum competency testing for the handicapped and the meaning of a high school diploma today are discussed.

MODEL PROGRAMS

Argon, G. A. & Donnelly, J. H. Cincinatti plans for special education. American School and University, October 1978, 50-52;54.

The Cincinatti model demonstrates that a whole system can be made to accommodate the needs of handicapped persons at a reasonable cost.

Armstrong, J. Individually guided education (IGE): One model for mainstreaming. Focus on Exceptional Children, December 1976, pp. 1-11.

Individually Guided Education (IGE) is described as a system that has been used to mainstream children with exceptional educational needs.

Austin Independent School District. Helping teacher program. Austin, TX: Author, 1976. (ERIC Document Reproduction Service No. ED 144 276)

Described is a program in which two special education teachers served as helping teachers with mildly handicapped kindergarten and first grade children in regular classes. The goals of these teachers were to identify children with learning and/or behavior problems and to provide direct services to the children or their teachers.

Beery, K. E. Models for mainstreaming. Sioux Falls, SD: Dimensions Publishing/Adapt Press, Inc., 1972. (Exceptional Child Education Abstracts, 1975, 7, No. 2025.)

The book focuses on values of mainstreaming mildly handicapped children, ways to organize instruction, and six model programs.

Binder, G. Open and special. Notes from Workshop Center for Open Education, Spring 1976, 17-2[illegible].

Open education offers more flexibility for mainstreaming. Open classrooms are designed to accommodate children in their individuality. If children must go to special classes, the open school tendency toward community blurs boundaries between special and regular classes.

Buscaglia, L. F. and Williams, E. H. (Eds.) Human advocacy and P.L. 94-142: The educator's role. Thorofare, NJ: Charles B. Slack, Inc., 1979.

Fasteau describes ways to overcome obstacles to mainstreaming in "A successful Program for School Integration of the Handicapped."

Cantrell, R. P. and Cantrell, M. L. Evaluation of a heuristic approach to solving children's problems. Peabody Journal of Education, 1977, 54, 168-73.

The article outlines a model system for the use of supportive teachers working with students who have social, academic and other problems that hamper their performance in the school environment.

Caroll, J., Katz, S. G., Waters, C., and Zaremba, S. *An effective model for mainstreaming emotionally impaired students*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Kansas City, MO, May 2-5, 1978. (ERIC Document Reproduction Service No. ED 153 406)

Described is a 10-step model of services for emotionally impaired elementary students which uses mainstreaming techniques and includes consultation, follow-up, parental involvement, team coordination, innovative programming, and coordination within the school district and community agencies. The teacher's role in the model is outlined. Sample forms and checklists are appended.

Chalfant, J. C., VanDusen Pysh, M. and Moultrie, R. Teacher assistance teams: A model for within building problem solving. *Learning Disabilities Quarterly*, 1979, *2*(3), 85-99.

The Teacher Assistance Team concept was developed to provide a day-to-day peer problem-solving group for teachers within a particular building. The goal of the team is to obtain more efficient and effective delivery of special help to children by placing the initiative for action in the hands of classroom teachers.

Children without labels: ESEA Title III project 1232. "Handicapped Children in the regular Classroom." Fountain Valley, CA: Fountain Valley School District. (ERIC Document Reproduction Service No. ED 096 806)

Described is a project in which 60 EMR and 30 emotionally handicapped students were placed in the regular classes and provided with individually prescribed programs based on daily assessment and prescription of a resource teacher.

Craig, O. L. & Risner, E. *The teen-age years: A time to declare independence*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 140 576)

Described is a program at Clarkstown High School that promotes independence in aurally handicapped students. The program is reported to offer the following activities and services: social clubs, career counseling, occupational education, speech and language development programs, and athletic programs.

Christenson, G. Walden-in-the-woods. *Communicator*, Winter 1977, pp. 15-21.

Described is a program aimed at learning disabled boys aged 11-15. The article presents the program's purpose and goals (mainstreaming), activities and focus (maple syrup operation) and a guide to development of the project.

Goodman, G. From residential treatment to community based education: A model for reintegration. Education and Training on the Mentally Retarded, 1979, 14, 95-100.

A model is described to facilitate the movement of children from a residential center to community schools. The purpose of the mode is explained to break the reintegration process into incremental steps which are expected to facilitate the child's adjustment to a school situation.

Griffin, G. Least restrictive environment: Peer relations-- Assessing the state of the art. Paper presented at the Annual Meeting of the American Educational Research Association, New York City, April, 1977. (ERIC Document Reproduction Service No. ED 152 051)

The author considers research relating to what is presently known about the social interactions between nonhandicapped and special students in integrated environments. Suggested is a decision-oriented or process-oriented research-service model

Guerin, G. R. and Szatlocky, K. Integration programs for the mildly retarded. Exceptional Children, 1974, 41, 173-79.

The study examined programs which integrated mentally retarded students in eight California school districts to determine types of existing placements, factors influencing degree of integration, student behavior and staff attitudes. Four program models were identified. The attitudes of administrators were positive toward integrating the handicapped except one. The majority of teachers also held positive attitudes. The behavior of retarded students was essentially similar to that of regular students.

Hauan, F. R. Project Success: A description and evaluation of a model program for the learning disabled student (Doctoral dissertation, The University of Nebraska Lincoln, 1978). Exceptional Child Education Resources, 1979, 11, No. 4384. (University Microfilms No. 7900320)

The study provides a description of Project Success, a model program for mainstreamed learning disabled students and presents teacher perceptions of its effectiveness. Eighty-eight (88) percent responding to an opinionnaire agreed that the project was a success.

Holcomb, R. and Corbett, E. Jr. Mainstream--the Delaware approach. Special Education in Canada, 1977, 52(1), 12-15. (Exceptional Child Education Resources 1978, 10, No. 2488.)

Described is an approach to mainstreaming hearing impaired students which uses interpreter-tutors. Support help is said to include speech help and correction, guidance and counseling and audiological services.

Into the mainstream. Framingham, MA: Deaf Action Project, 1976. (Exceptional Child Education Resources, 1980, 11, No. 5348.)

The vidoeotape describes the mainstreaming program at the Learning Center for the Deaf. The tape follows one student through a typical week, and shows the courses which are held for normal-hearing students and teachers wishing to learn more about deafness.

Jones, E. and Berrick, S. Adopting a resourceful approach. Special Education: Forward Trends, March 1980, pp. 11-14. (Exceptional Child Education Resources, 1980, 12, No. 4694.)

The resource room program at the Carterton Comprehensive School in England is discussed. The roles of the resource staff include consultant, tutor, and diagnostician.

Jones, R. L., Gottlieb, J., Guskin, S. and Yoshida, R. K. Evaluating mainstreaming programs: Models, Caveats, considerations, guidelines. Exceptional Children, 1978, 44, 588-601.

Practical and theoretical issues pertinent to the evaluation of mainstreaming programs are presented.

Kirsch, G. Project harmony--Success for the learning disabled in mainstream. Mason, MI: Ingham Intermediate School District, 1978. (ERIC Document Reproduction Service No. ED 163 721)

An instructional and mainstreaming model for programming severely learning disabled elementary students is described in which students receive instruction for one-half of the school day in an LD classroom and are successfully mainstreamed the rest of the day. The components are discussed.

Little, T. L. The teacher-consultant model-- a different perspective: A reaction to symposium 13. Journal of Special Education, 1978, 12, 345-51.

The author reacts to and expands a symposium on the desirability of a transition from the traditional diagnostic-remedial model to the teacher-consultant model for providing services to children with "mild learning and behavior problems ."

Marcy, C., Gemignani, M. Grace, M., Egner, A., & Lates, B. J. Implementing an individualized data based model of education to keep a nine-year-old boy in his regular, public school classroom. Bristol, VT: Addison Northeast Supervisory Union, 1973. (ERIC Document Reproduction Service No. ED 104 040)

A paraprofessional was trained to provide an individualized reading, math and language arts program to a nine-year-old EMR in a regular classroom.

Davies, J. and Hunt, A., Physiotherapy in ordinary schools. *Special Education: Forward Trends*, March 1980, pp. 29-31. (*Exceptional Child Education Resources*, 1981, *12*, No. 4699.)

A program to provide physiotherapy to mainstreamed physically handicapped English school children is described. The program has increased the independence of the children and has brought a better understanding of the handicapped student's capabilities.

Engel, R. and Gold, B. Serving hearing and deaf students in an integrated program. *Pointer*, Spring 1977, pp. 18-24.

The authors describe an integrated summer program for 3 to 8 year-old physically handicapped, non-handicapped, and deaf children.

Feudo, R. A. *The resource center program. (A model for mainstreaming and serving children with special needs)*. Ft. Lauderdale, FL: Nova University, 1976. (ERIC Document Reproduction Service No. ED 132 748)

Described is a pilot resource center program for mainstreaming and serving 123 special needs pupils in Massachusetts. The resource center program is explained in the first section as a service, as a success, as an in-house team, as a beneficial program, and as a special service program.

Fisher, G. Integration at the Pringle School. *Special Education: Forward Trends*, March 1977, pp. 8-11.

Educable and trainable retarded students have been integrated into Pringle School, a comprehensive program for 11 - to 18-year-olds in England, in accordance with a plan of separate learning situations for students of differing abilitied combines with opportunities for social interaction and common learning.

Fitzpatrick, J. L., & Beavers, A. *An inservice course on mainstreaming: An innovative media approach*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada, March, 1978. (ERIC Document Reproduction Service No. ED 154 556)

In addition to media portions, the course consists of printed ancillary materials and practicum activities. Films show exemplary mainstreaming programs and teachers implementing techniques taught in the course.

Fotos, J. P. *A model program to meet the needs of the learning disabled child*. Ft. Lauderdale, FL: Nova University, 1976. (ERIC Document Reproduction Service No. ED 132 815)

The aims of the program were to help the LD child achieve grade level in the basic skills; to assist him in achieving a higher opinion of himself, his peers, his family and school; and to remediate his physical coordination problems. The program contained four basic components: screening, service, evaluation and refinement.

Fox, B., Secondary special education. Part I: The "Stepping Stone Model" designed for secondary learning disabled students. Part II: Adapting materials and curriculum. Paper presented at the Annual International Convention, Council for Exceptional Children, Philadelphia, PA: April 1980. (ERIC Document Reproduction Service No. ED 188 389)

The paper describes the Stepping Stone Model, a model for the remediation and mainstreaming of secondary learning disabled students and the adaptation of curriculum and materials for the model. The model is designed to establish the independence of the students in the mainstream through content reading. Steps in the writing of an adapted curriculum are discussed.

Friedman, R. S. The peer-peer program: A model project for the integration of severely physically handicapped youngsters with nondisabled peers. Albertson, NY: Human Resources School, 1975. (ERIC Document Reproduction Service No. ED 142 004)

Described is a project in which severely physically handicapped sixth grade children in a special school are integrated into specific activities with their nonhandicapped peers in a nearby public school. A difference in attitudes was found.

Galloway, J. R. (Compiler) An evaluation: Regional program for exceptional children. A model for mainstreaming of exceptional children in school, school divisions of Culpeper, Madison and Orange Counties, Virginia. Richmond, VA: Virginia State Department of Education, 1974. (ERIC Document Reproduction Service No. ED 105 694)

Evaluated is a regional model employing eight curriculum resource teachers in mainstreaming exceptional children from three rural Virginia counties. Listed as major accomplishments are the model's effectiveness and pupil growth.

George, B. V. A descriptive study of exemplary mainstreaming programs: Their planning, implementation, and evaluation practices and procedures (Doctoral dissertation, St. Louis University, 1978.) Exceptional Child Education Resources, 1979, 11, No. 4217. (University Microfilms No. 781 4565)

A literature review and on-site visits to 10 midwestern school districts operating exemplary mainstreaming programs were used to develop suggested criteria for the development of mainstreaming programs. The resultant guidelines point out major program and personnel areas requiring attention throughout program planning, implementation and evaluation.

McCarthy, R. and Stodden, R. A., Mainstreaming at the secondary level. *Pointer*, Winter 1979, pp. 24-26. (*Exceptional Child Education Resources* 1980, *11*, No. 4789.)

The article describes a mainstreamed program for 19 educable mentally retarded students involving a tutoring staff of high school students. The program fostered attitudes of acceptance and understanding among both the high school students and faculty members.

McCarthy, R. and Stodden, R. A. Mainstreaming at the secondary level. *Pointer*, Winter, 1979, pp. 24-26.

The article describes a mainstreamed program for 19 educable mentally retarded students involving a tutoring staff of high school students.

McCarthy, R. M. and Stodden, R. A. Mainstreaming secondary students. *Teaching Exceptional Children*, 1979, *11*, 162-163.

A student tutoring program in which nonhandicapped secondary students worked with their handicapped peers is described as successful experiment in reverse mainstreaming.

McKenzie, H. S. *Special education and consulting teachers*. Montpelier, VT: Vermont State Department of Education, 1971. (ERIC Document Reproduction Service No. ED 102 102)

The consulting teacher program seeks to manage and educate handicapped children in the regular elementary classrooms. Vermont has adopted this model. An excellent bibliography is included.

Meisels, S. J., Byrk, A., Fujiward, S., Gunnoe, L., Markowitz, M., & Pasternack, R., *Project LINC: Learning in integrated classrooms.* Medford, MA: Tufts University, 1978. (ERIC Document Reproduction Service No. ED 169 686)

This was a training project for three six-year-old mildly and moderately handicapped children. The main portion details accomplishments in the areas of direct and supplementary services to children, parent-family participation and assessment of pupil's progress.

Miller, M. B. *Mainstreaming--supportive educational services for the learning disabled*. Brooklyn, NY: New York City Board of Education, 1976. (ERIC Document Reproduction Service No. ED 136 486)

Evaluated was a program that followed the resource room model to provide supplementary and small group instruction to 360 mainstreamed children diagnosed as neurologically impaired. Program objectives of significantly improved reading and mathematics skills for participating students were generally achieved.

Morrill, L. T. S.C.A.P.E. from stigma: Will your middle school be ready for P.L. 94-142? *Clearing House*, 1979, *52*, 456-57.

Described is the approach Central Middle School in Newark, Delaware is using to implement P.L. 94-142. The program is coordinated by a resource teacher who plans student placements and works regularly with each classroom teacher.

Mosby, R. (Ed.) *Developmental by-pass techniques for teaching the secondary learning disabled student*. Union, MO: Franklin County Special Education Cooperative, 1977. (ERIC Document Reproduction Service No. ED 153 380)

Described is an interdisciplinary mainstreaming program for individualizing instruction for secondary learning disabled students utilizing resource facilities in grades 7-9 in eight separate centers throughout Franklin County, Missouri.

Navratil, K. and Petrasek, M. An approach to mainstreaming language-disabled children in the elementary school. *Language, Speech, and Hearing Services in Schools*, 1978, *9*(1), 17-23.

This article describes a program that provided daily remediation to elementary school aged children with language handicaps.

Nober, L. W. *A model for support services to mainstreamed hearing impaired children*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 127 752)

Described is a model which provides support services to five severely hearing impaired students integrated fully or partially into regular classes.

Perelman, P. E., Nevin, A., & Knight, M. F. *The consulting teacher program ten years later*. Burlington, VT: University of Vermont, 1978. (ERIC Document Reproduction Service No. ED 164 460)

Described is a program designed to train learning specialists called consulting teachers who train classroom teachers to educate handicapped children in the regular classroom.

Post, C. K. *The school resource program: Alternative tutoring models for delivering supportive services to L.D. children in mainstream education*. Papers presented at the International Federation of Learning Disabilities Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975. (ERIC Document Reproduction Service No. ED 113 868)

Described and evaluated are four alternative tutoring models for delivering supportive educational services to elementary grade learning disabled children in regular classes.

Potter, W. H., & Tolley, W. R. *Development and implementation of an interagency program for emotionally handicapped children*. Fort Lauderdale, FL: Nova University, 1977. (ERIC Document Reproduction Service No. ED 169 689)

This report describes the development and implementation of a program in Dorchester, Maryland to integrate into public school 23 emotionally handicapped students (6-13) who had been attending school at a state mental institution. Students indicated a positive attitude toward the program as indicated by improved attendance, the absence of truancy, and the greater degree of involvement in public school activity.

Powell, J. V. Mainstreaming becomes a reality through continuous progress program. *Education*, 1980, *100*, 382-85.

Technical assistance given to facilitate implementation of continuous progress programs in a Georgia elementary school system is discussed in terms of long-range goals for staff development and general objectives for a continuous progress model and its mainstreaming program.

Project FAST: Adapter/facilitor information. Essexville-Hampton, MI: Essexville-Hampton Public Schools, 1975. (ERIC Document Reproduction Service No. ED 117 925)

Presented is adapter/facilitator information from Project FAST to provide educational and support services to learning disordered children and their regular teachers.

Project FAST. Essex-Hampton, MI: Essex-Hampton Public Schools, 1975. (ERIC Document Reproduction Service No. ED 117 923)

Described are the components of Project FAST, a nationally validated project to provide more effective educational and support services to learning disordered children and their regular elementary school teachers.

Rainear, A. D. *Resource room approach to mainstreaming: Supplemental manual of representative materials*. Pitman, NJ: Educational Improvement Center, no date. (ERIC Document Reproduction Service No. ED 111 125)

Described in the supplemental manual are representative materials developed in New Jersey for use by educational planners when setting up resource room programs to mainstream handicapped children. Suggested materials are color coded according to areas.

Reich, C. Models of integration. *B. C. Journal of Special Education*, 1978, *2*, 215-25.

A variety of integration programs are available for mainstreaming hearing impaired children into the regular classroom.

Roffman, A. Mainstreaming the resource room. *Clearing House*, 1976, *50*, 159-61.

This article provides a description of Project Outreach--special education reaching into the general school population to involve as many students as possible in skills development. This school has mainstreamed the whole special needs program.

Rinear, A. D. & McCool, J. *Resource room approach to mainstreaming. Learning center: Integrated alternative to special education*. Pitman, NJ: Educational Improvement Center, 1974. (ERIC Document Reproduction Service No. ED 111 124)

This manual explains how to plan, implement and evaluate an alternative learning resource center approach to mainstreaming for elementary school students classified as educable mentally retarded, perceptually impaired, or neurologically impaired.

Scott, W. H. *The development and implementation of a plan for mainstreaming retarded educable students into regular classrooms in the comprehensive high school: Phase II.* Fort Lauderdale, FL: Nova University, 1977. (ERIC Document Reproduction Service No. ED 168 262)

This paper reports on the organization and implementation of a plan that assisted 75 mainstreamed educable retarded to meet high school requirements. The report indicates that by the end of the school year 50% of all the mainstreamed students received a passing grade in all high school subjects with the exception of physical education. Attitudes of teachers are described as changing positively and parental involvement is shown to have increased significantly.

Signer, L. P. *Mainstreaming the deaf in a metropolitan setting: A critique*. Paper presented at the Biennial Meeting of the Convention of American Instructors of the Deaf in Los Angeles, CA, June 27, 1977. (ERIC Document Reproduction Service No. ED 154 544)

The Baltimore schools' mainstreaming program for the deaf is critiqued, and reasons for its successes and failures are recounted.

Singh, S. P. *An integrated psycho-educational program center*. Tampa, FL: University of South Florida, 1977. (ERIC Document Reproduction Service No. ED 154 599)

Described is an integrated psycho-educational program center designed to develop an administrative educational program to provide maximum possible neuropsycho-educational services in the regular classroom for all children identified as exceptional and to provide strategies for developing skills among regular class teachers and special educators within the mainstream of school life.

Solomon, E. L. New York City's prototype school for educating the handicapped. Phi Delta Kappan, 1977, 59, 7-10.

The author describes an experimental program in which a full range of handicapped students were integrated into a junior high school.

Toker, M. L. (Ed.) Pilot models for mainstreaming secondary students who are mild to moderate behaviorally disordered: Resource teacher manual. Lincoln, NB: Nebraska State Department of Education, 1978. (ERIC Document Reproduction Service No. ED 155 853)

This is a report on the Educational Resource Centers model program in Jackson County, Oregon which fosters mainstreaming of mildly handicapped elementary and secondary students. The bulk of the report is concerned with program operations.

Warrick, D. B. Personnel training to facilitate mainstreaming: The educational resource center model. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-17, 1977. (ERIC Document Reproduction Service No. ED 139 210)

Discussed is the development of the Educational Resources Center Model, a mainstreamed support services program for mildly handicapped children. The model's six components are discussed.

Wullschleger, P., & Gavin, R. T. A secondary resource program. A practical and applied model for effective mainstreaming. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, TX, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 092)

This paper describes a three level resource room designed to provide a comprehensive program to meet the widely varying needs of handicapped students at the secondary level. Operational procedures are stated.

OTHER BIBLIOGRAPHIES

A directory of selected resources in special education. Chelmsford, MA: Merrimack Education Center, 1977. (ERIC Document Reproduction Service No. ED 136 520)

The directory provides an annotated listing of resources covering home-school communications, classroom techniques, testing and assessment, media and materials, and other reference sources and bibliographies.

Anthony, J. B. The gifted and talented: A bibliography and resource guide. Pittsfield, MA: Berkshire Community Press, 1981.

This document contains over 3,000 citations including relevant research, audiovisual materials, diagnostic tests, public and private organizations, etc.

Council for Exceptional Children. Mainstreaming: 1977 topical bibliography. Reston, VA: Author, 1977. (ERIC Document Reproduction Service No. ED 146 739)

This annotated bibliography contains 95 sources (1973-76) on mainstreaming exceptional students. This was done from Volume eight of Exceptional Child Education Resources.

Have questions about mainstreaming? Instructor, January 1978, pp. 132-34.

Provided is an annotated list of more than 25 national nonprofit groups that can help answer questions about mainstreaming special-needs children.

Klein, J. Teaching the special child in regular classrooms. Urbana, IL: ERIC/ECE, Illinois University, 1977. (Exceptional Child Education Resources, 1978, 10, No. 890.)

This is an abstract bibliography on teaching handicapped children in regular classes. The first section reviews principles and procedures involved in teaching mainstreamed handicapped children.

Mainstreaming: Program descriptions in areas of exceptionality. A selective bibliography. Reston, VA: Council for Exceptional Children, 1975. (ERIC Document Reproduction Service No. ED 102 808)

The annotated bibliography on mainstreaming program descriptions contain approximately 110 abstracts and associated indexing information for documents published from 1955 to 1974.

Mainstreaming: Program descrptions in areas of exceptionality. A selective bibliography. Reston, VA: Council for Exceptional Children, 1976. (ERIC Document Reproduction Service No. ED 129 004)

This annotated bibliography contains approximately 210 abstracts and associated indexing information for documents or journal articles selected from computer files of the Council for Exceptional Children.

Peterson, R. L. Mainstreaming training systems, materials and resources: A working draft (3rd ed.). Minneapolis, MN: University of Minnesota Leadership Training Institute, 1976. (ERIC Document Reproduction Service No. ED 127 746)

Provided is a working list of 23 training systems, materials and resources on mainstreaming which were identified by the Leadership Training Institute.

Peterson, R. L. Mainstreaming: A working bibliography (2nd ed.). Minneapolis, MN: University of Mennesota, Leadership Training Institute, 1976. (ERIC Document Reproduction Service No. ED 127 745)

Presented is a bibliography on mainstreaming of handicapped children with over 500 citations. Publications are listed alphabetically by topics.

PERSONNEL: ADMINISTRATORS

Administration of mainstreaming. The Best of ERIC on educational management, No. 49. Eugene, OR: ERIC Clearinghouse on Educational Management, 1980. (ERIC Document Reproduction Service No. ED 182 800)

The publications cited in this document discuss promising practices concerning mainstreaming: Strategies to use when a child presents a problem, punishment, for mainstreamed children, evaluation of mainstreamed programs, and the least restrictive environment.

Biklen, D. The elementary school administrator's practical guide to mainstreaming. Syracuse, NY: Human Policy Press, 1977. (Exceptional Child Education Resources 1979, 10, No. 3813.)

This guide presents information on myths regarding handicapped children, suggestions on informing staff about the rights of handicapped children, recommendations for dealing with parents of mainstreamed children and ideas for promoting accepting environment for children with disabilities.

Clark, O. C. Mainstreaming. Special education is a part of, not a part from, regular education. Waupun, WI: Special Education, CESA No. 13, 1978. (ERIC Document Reproduction Service No. ED 169 717).

The document briefly outlines the events leading to mainstreaming of handicapped children and presents guidelines for administrators and teachers involved in implementing mainstream programs.

Cochrane, P. V. and Westling, D. L. The principal and mainstreaming: Ten Suggestions for success. Educational Leadership, 1977, 34, 506-10.

If mainstreaming is seen as a team effort, as presented by the principal, the likelihood of success is greatly enhanced. Ten practical suggestions are spelled out.

Cone, W. H. and Hyatt, J. A. The principal: The key manager in mainstreaming. Compact, Summer 1980, pp. 13-15.

The article communicates the essence of mainstreaming and its ramifications for public school principals.

Coursen, D. Administrative implications of mainstreaming. Washington, D. C.: National Association of Elementary School Principals, 1976. (ERIC Document Reproduction Service No. ED 120 899)

Mainstreaming is defined, key court decisions are cited and the pros and cons of special education debate are cited. Program attributes that seem to be essential are discussed.

Davis, E. D. *Promising practices in mainstreaming for the secondary school principal*. Dallas, TX: Southern Methodist University, 1977. (ERIC Document Reproduction Service No. ED 161 189)

The ten most often recommended practices included the following: the principal provides leadership in planning for mainstreaming within his school; the principal informs all of the school faculty members of the process of mainstreaming as it is to be implemented in his building; the teachers should be motivated to study and learn the process.

Doughtery, J. W. Implementing IEPs, Implications for the principal. *NSSP Bulletin*, 1979, *63* (431), 49-54.

The principal's role in mainstreaming is discussed. Specifically explained are the procedures and techniques necessary to be in compliance with the IEP requirement of P.L. 94-142.

DuClos, C., Litwin, B., Meyers, R. & Ullrich, H. *Mainstreaming exceptional children: A guideline for the principal*. Urbana, IL: Illinois State University, 1977. (ERIC Document Reproduction Service No. ED 151 991)

The booklet presents an overview of issues involved in mainstreaming handicapped children.

Gage, K. H. The principal's role in implementing mainstreaming. *Educational Leadership*, 1979, *36*, 575-577.

Six suggestions for facilitating mainstreaming and five suggestions for implementing special education programs are presented.

Heisner, J. D. On the heels of P.L. 94-142: An IEP for every child. *Instructor*, May 1979, pp. 20-21.

An elementary principal comments on the use of individualized education programs and notes problems to be resolved if IEPs become required for every child.

Herrick, S., De Mitchell, T. A. Team process identification: Notes from an administrator's log. *Thrust for Educational Leadership*, 1979, *9*(2), 15-16.

This article outlines the administrator's role in the Eligibility and Planning Team Process.

Houser, C. Evaluating mainstream programs: Capitalizing on a victory. *Journal of Special Education*, 1979, *13*, 107-129.

This article argues that accepted models of educational evaluation will be most useful with programs for mainstreaming handicapped children when they are expanded to include critical factors associated with organizational acceptance and successful implementation of innovation.

Karagianis, L. D. and Nesbit, W. C. Special education: A changing perspective for educational administrators. *Canadian Administrator*, 1980, *19*(4), 1-6.

The transition from special schools and classes to the regular classroom will not be easy or inexpensive. A reorganization such as that envisaged requires effective educational administrators. The reorganization must be based on sound principles of special education as well as on knowledge of administrative theory and practice.

Klopf, G. J. *The principal and staff development in the school (with a special focus on the role of the principal in mainstreaming)*. New York, NY: Bank Street College of Education, 1979. (ERIC Document Reproduction Service No. ED 168 730)

Listed are new competencies required of the school principal for facilitating organizational change to implement P.L. 94-142.

Leonetti, P. A. *The compatibility of selected California elementary principals' attitudes toward and knowledge of appropriate placement of exceptional children with the Master Plan mainstreaming philosophy* (Doctoral dissertation, University of Southern California, 1977). *Exceptional Child Education Resources*, 1978, *10*, No. 2154. (No University Microfilms number)

Selected conclusions were that: principals' attitudes toward placing moderately and severely handicapped as well as mentally retarded children were far less restrictive than the experts; principals were less knowledgeable of appropriate placement than the experts in all areas of exceptionality; and that inservice for these administrators should emphasize knowledge of appropriate placement of all types and degrees of exceptionality.

McCarthy, M. M. and Marks, L. B., The new law: A challenge for state and local administrators. *Viewpoints*, 1977, *53* (2), 57-71.

The authors focus on issues related to administrators in implementing P.L. 94-142: Accountability, changes in roles and resources allocations, and potential impact of the law on all public school programs.

Mergler, R. So, site administrator--You want to mainstream. *Thrust for Educational Leadership*, 1979, *9*(2), 8-9.

Practical suggestions are offered for the school site administrator to consider to alleviate problems created by the mainstreaming requirement. Careful planning is the most important component.

Moore, C. Getting handicapped students into regular classrooms. *Thrust for Educational Leadership*, 1979, *9*(2), 18-19.

Provided is a brief framework with suggestions to help a principal provide necessary staff assistance when implementing a mainstreaming effort.

Morrison, N., Spera, S. G., Menne, M., McCorkle, M. B., Welcher, R. S., and Backels, J. M. Six principals talk about P.L. 94-142. National Elementary School Principal, 1978, 58(1), 21-24.

This article presents the ideas, concerns and suggestions of six principals about Public Law 94-142.

Oaks, C. A., Smith, C. R., White, M. A., & Peterson, R. L. Considerations in the integration of behaviorally disordered students into the regular classroom: Implications for the school principal. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, TX, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 096)

Suggestions for the implementation of mainstreaming are presented.

Rebore, R. W. P.L. 94-142 and the building principal. NSSP Bulletin, 1979, 63 (426), 26-30.

Discussed are ways to establish a frame of reference from which a principal may conceptualize and begin to implement 94-142.

Roubinek, D. L. Individualized mainstreaming: Another option for principals. National Elementary Principal, 1977, 56(6), 43-46.

The underlying ingredient of individualized mainstreaming is inclusion on a long-term basis.

Schwartz, S. E. A system of management. Gainesville, FL: University of Florida College of Education, 1977. (ERIC Document Reproduction Service No. ED 153 045)

This booklet focuses on educational management as a plan for responsibility which requires interlocking relationships between several agencies to do this job.

Smergut, P. Making P.L. 94-142 work in the intermediate school. NSSP Bulletin, 1980, 64(436), 106-109.

This article offers suggestions for implementing 94-142's objectives of individualized instruction, least restrictive environment, and equal protection for handicapped children.

Sowers, G. H. Observations of a primary school principal after four years of experience with mainstreaming. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada, March 27-31, 1978. (ERIC Document Reproduction Service No. ED 153 342)

The paper describes the mainstreaming program at the North Rowan Primary School in Rowan County, North Carolina. Through team teaching, use of a special resource team, formation of "family" groups of handicapped and normal students, and extensive inservice training, the staff has acquired many skills and techniques to strenghten the teaching of basic skills, to assist children in assuming responsibility and to develop realistic attitudes toward self and others.

COUNSELORS

Baker, L. D. Preparing school counselors to work with exceptional students. School Guidance Worker, 1976, 32(1), 5-9. (Exceptional Child Education Resources, 1978, 9, No. 2780.)

It is stressed that mainstreaming of exceptional children does not create a need for a new type of counselor, but rather regular counselors who are knowledgeable about the special needs of the handicapped and who can apply their counseling techniques to help them.

Bowe, F. and Razeghi, J. A. Enabling the disabled through career counseling. Voc-Ed., 1979, 54(7), 44-47.

The expanding opportunities available to handicapped students and the changing role of educators and administrators as they strive to provide equal opportunity in all areas of vocational education are discussed. Suggested techniques for developing an IEP are delineated.

Brooks, D. K. Counseling the hearing impaired child in the public schools: Techniques and strategies. Paper presented at the American Personnel and Guidance Association Conference, Washington, D.C., March 19-23, 1978. (ERIC Document Reproduction Service No. ED 160 912)

It is anticipated that the school counselor will emerge as the key support system for the deaf child attending a public school program. Suggestions and strategies for counseling and "outreach" support activities are offered.

Brown, J. A. Keeping a professional perspective. Elementary School Guidance and Counseling, 1979, 13, 222-28.

The new aspects of the counselor's role under P.L. 94-142 are examined.

Bursor, D. E. and Hosie, T. W. Sex education: A reality in mainstreaming. Humanist Educator, 1980, 18, 135-43.

A training format for counselor-conducted workshops to help teachers overcome sexual myths assigned to handicapped and to create an emotional and an educational climate conducive to sex education instruction is described.

Christiani, T. and Sommers, P. The school counselor's role in mainstreaming the handicapped. *Viewpoints in Teaching and Learning*, 1978, *54* (1), 20-28.

Interdisciplinary methods through which the counselor might facilitate the psychological and social integration of handicapped children are presented.

Cochrane, P. V. and Marini, B. Mainstreaming exceptional children: The Counselor's role. *School Counselor*, 1977, *25*(1), 17-22.

Most counselors will not need to acquire new skills but will be called on to apply the skills they have in a new way.

Cousins, A. L. Secondary counselors' perceptions of role and function of guidance service to mainstreamed educable mentally retarded pupils. (Doctoral dissertation, Walden University, 1977). *Exceptional Child Education Resources*, 1979, *10*, No. 4232. (No University Microfilms No.)

Data indicated that counselors both understand and participate in the implementation of the mainstreaming concept while providing necessary guidance services to DMR pupils.

Cousins, A. L. *Secondary counselors' perceptions of role and function of guidance service delivery to mainstreamed, educable mentally retarded pupils*. Fort Lauderdale, FL: Walden University, Ph.D. dissertation, 1977. (ERIC Document Reproduction Service No. ED 150 477)

This study explored the current delivery system of counseling services to EMR students by secondary school counselors as a result of a state mandate and examined the present perceptions held by secondary counselors regarding their services to these pupils. The data indicated that secondary school counselors both understand and participate in the implementation of mainstremaing while providing necessary guidance services.

De Blassie, R. R. and Lebsock, M. S. Counseling with handicapped children, *Elementary School Guidance and Counseling*, 1979, *13*, 199-206.

The characteristics of such high incidence handicaps as educable mental retardation, learning disabilities and behavior disorders/emotional disturbance are described. Special considerations for counseling handicapped children, as well as strategies and techniques for individual and group counseling are also discussed.

Fagen, S. A. & Guedalia, L. J. Individual and group counseling: A competency-based manual for in-service training. Washington, D. C.: Psychoeducational Resources, Inc., 1977. (ERIC Document Reproduction Service No. ED 173 688)

The manual presents the content and activities employed in the in-service course entitled "Individual and Group Counseling" to sensitize teachers and counselors working with mainstreamed students. The manual is designed to develop competency in effective counseling centered around four basic abilities.

Foster, J. C., Szoke, O., Kapisousky, P. M., and Kruger, L. S. Guidance, counseling and support services for high school students with physical disabilities. Cambridge, MA: Technical Education Research Centers, 1978.

This book is a practical approach to resources, procedures and issues.

Kameen, M. C. and Parker, L. G. The counselor's role in developing the individualized education program. Elementary School Guidance and Counseling, 1979, 13, 189-96.

A case study approach is used to examine the role of an elementary school counselor and how he/she might be involved in the development and implementation of the IEP with one disabled child.

Lennon, T. C. Guidance needs of special populations. Columbus, OH: National Center for Research in Vocational Education, 1979.

The author discusses methods and models of ways to meet the guidance needs of handicapped and disadvantaged students, Definitions and characteristics of these problems are discussed and delineated,

Lombana, J. H. Fostering positive attitudes toward handicapped students: A guidance challenge. School Counselor, 1980, 27, 176-82.

A handicapped student's success in school is determined by attitudes displayed by that student's peers, Steps should be taken to alter negative attitudes. The school counselor can play a vital role in creating positive attitudes toward handicapped students by working with students in the classroom in small groups.

McIntosh, D. K., Minifie, E. L., Rotter, J. C., Salmond, T. & Turner, K, Elementary School Guidance and Counseling, 1979, 13, 152-63.

A special educator, a counselor, a school psychologist, a resource room teacher, and an elementary school counselor were interviewed to provide different perspectives on such issues as counselor role and training for creating "least restrictive environments" for handicapped children.

McKalip, K. J. Developing acceptance toward the handicapped. School Counselor, 1979, 26, 293-98.

The author presents an approach to developing acceptance of handicapped students in a mainstreaming situation by staff and normal students. Counselors should provide leadership in this endeavor.

Noble, V. N. and Kampwirth, T. J. P. L. 94-142 and counselor activities. *Elementary School Guidance and Counseling*, 1979, *13*, 164-69.

This resource examines the role of the elementary school counselor in the development of P.L. 94-142 program.

Novak, B. J., Wicas, E. A. and Elias, G. S. The school counselor and retarded youth--opportunity or threat? *Personnel and Guidance Journal*, 1977, *56*, 131;133.

The role of the school counselor in serving mainstreamed mentally retarded students is discussed, and the need for identifying and sharpening counselor competencies for working with the retarded is stressed.

Pace, C. Counseling the academically bright. *School Guidance Worker*, 1976, *32*(1), 10-11. (*Exceptional Child Education Resources*, 1978, *9*, No. 2781.)

Discussed is the role of the school counselor in meeting the educational and vocational counseling needs of academically bright children.

Peterson, M. *Serving handicapped students in vocational education: A guide for counselors*. Columbus, OH: National Center for Research in Vocational Education, 1979.

The author discusses the specialized knowledge, role expansion, and guidance and counseling techniques designed to help school counselors and other personnel assist handicapped students with their life development.

Westling, D. L. and Joiner, M. D. Consulting with teachers of handicapped children in the mainstream. *Elementary School Guidance and Counseling*, 1979, *13*, 207-13.

Useful approaches for school counselors to use when consulting with teachers attempting to create least restrictive environments for handicapped children are suggested.

Wheaton, P. J. & Vandergriff, A. F. *The counselor's role in individualized education program IEP development*. Paper presented at the Conference of the Florida Personnel and Personnel and Guidance Association, Orlando, FL, November 16-18, 1978. (ERIC Document Reproduction Service No. ED 174 896)

The third section of the paper treats strategies for effective group problem solving which appear to be the responsibility of the counselor. Section four discusses the potential of the counselor's skillfulness in human relations have a positive effective on a staffing committee's group decision regarding IEPs.

SCHOOL NURSE

Jones, E. H. P. L. 94-142 and the role of school nurses in caring for handicapped children. Journal of School Health 1979, 49, 147-56.

The school nurse plays a significant role in the education of the handicapped as a result of P.L. 94-142.

Kinnealey, M. and Morse, A. B. Educational mainstreaming of physically handicapped children. American Journal of Occupational Therapy, 1979, 33, 365-72. (Exceptional Child Education Resources 1980, 11, No. 5091.)

Questions that teachers asked frequently of health professionals who are experienced in dealing with the effects of handicapping conditions as well as a procedure for providing this information are discussed.

Rose, T. L. The Education for All Handicapped Children Act (P. L. 94-142). New responsibilities and opportunities for the school nurse. Journal of School Health, 1980, 50(1), 30-31.

The basic components of P. L. 94-142, are summarized and the resulting responsibilities and opportunities for school nurses are outlined.

SCHOOL PSYCHOLOGIST

Gibbins, S. Public Law 94-142: An impetus for consultation. School Psychology Digest, 1978, 7(3), 18-25.

Psychologists will work on multidisciplinary teams. Four consultation models are described: mental health, organizational process, information giving and systems intervention.

Osguthorpe, R. T. The school psychologist as a tutorial systems supervisor. Psychology in the Schools, 1979, 16, 88-92.

This paper stresses the remedial role that school psychologists can assume without detracting from the importance of diagnosis.

Parker, C. A. (Ed.). Psychological consultation: Helping teachers meet special needs. Minneapolis, MN: University of Minnesota, 1975. (ERIC Document Reproduction Service No. ED 107 092)

The papers discuss the roles, problems and skills of school psychologists and special education teachers who serve as consultants to facilitate the mainstreaming of handicapped children.

Parker, C. A. (Ed) Psychological consultation: Helping teachers meet special needs. Reston, VA: Council for Exceptional Children, 1975. (Exceptional Child Education Resources, 1975, 7, No. 3029.)

Presented are ten author-contributed papers on the roles, problems, and skills of school psychologists and special education teachers who serve as consultants to facilitate the mainstreaming of handicapped children.

Safford, P. Mental health counseling dimensions of special education programs. Journal of School Health, 1978, 48, 541-43; 546-47.

The interruption in the pattern of "regular" and handicapped students will have profound implications for the mental health of the children identified as handicapped as well as the 90 percent not considered handicapped.

Schroeder, C. S. The psychologist's role in P.L. 94-142: Consultation strategies with peer groups of handicapped children. Chapel Hill, NC: University of North Carolina, 1978. (ERIC Document Reproduction Service No. ED 174 902)

The role of the psychologist in the implementation of P.L. 94-142 is one of an advocate and consultant relationship with the school. Paper presented as part of the Symposium Pediatric Psychology: School as a Mental Health Provider, Toronto Ontario, Canada, August 29, 1978.

SOCIAL WORKER

Anderson, R. J. (Ed.). School social work and P.L. 94-142, The Education for All Handicapped Children Act. Washington, DC: National Association of Social Workers, 1977. (Exceptional Child Education Resources, 1979, 11, No. 2537.)

The role of the social worker in the implementation of P.L. 94-142 is discussed, and various ways in which school social workers can assist the mainstreamed handicapped child and can prepare teachers and normal students to accept the presence of such children in the regular classroom are reviewed. An evolving model of school social work practice relating to P.L. 94-142 is described.

TEACHERS

Bauer, H. The resource teacher: A teacher consultant. Academic Therapy, 1975, 10, 299-304.

The resource teacher's role as a consultant for learning disabled children in the regular classroom requires the skill of consultation which includes establishment of a contact, a working alliance, and a communication system between the resource teacher and the regular teacher as well as criteria for termination and evaluation.

Birch, J. W. and Reynolds, M. C. Your role in the individualized education program. *Teacher*, November 1977, pp. 76; 78.

The authors discuss the elementary school teacher's role in developing IEPs for exceptional students in the regular classroom. Examples illustrating teacher functions are given, and steps to take in the educational diagnostic process are outlined.

Dembeski, R. J. Mainstreaming: We may be lost but we are making excellent time. *Journal of the Association for the Study of Perception*, 1977, *12*(1), 6-13.

The article defines mainstraming, describes roles for regular educators in mainstreaming, discusses the context from which mainstreaming evolved and offers some recommendations and cautions to consider in coping with the mainstreaming concept.

Dory, F. J. & Pickett, A. L. *Task analysis for paraprofessionals working with severely/profoundly handicapped children and in "mainstream" classrooms and career ladders and lattices for paraprofessionals in special education.* New York, NY: Center for Advanced Study in Education, 1977. (ERIC Document Reproduction Service No. ED 148 089)

The paper provides a suggested system for developing job descriptions and career ladders and lattices for paraprofessionals working with the handicapped with particular emphasis on those working with severely/profoundly handicapped and in mainstreaming programs.

Hatch, E. J., Murphy, J. and Bagnato, S. J. The comprehensive evaluation for handicapped children. *Elementary School Guidance and Counseling* 1979, *13*, 171-87.

This article presents a description of the usual sequence for a total assessment followed by a brief description of the role of each team member. A technical overview of comprehensive diagnostic or prescriptive methods for the exceptional child is provided.

Kittelsen, E. E. Consensus for the role of the elementary special education resource teacher and its relationship to mainstreaming (Doctoral dissertation, The University of Wisconsin--Madison, 1979). *Exceptional Child Education Resources*, 1980, *12*, No. 3818. (University Microfilms No. 79 27180).

Findings from a study involving 21 special education resource teachers, 21 elementary principals and 136 regular education teachers revealed that there was no significant relationship between agreement on the role of the resource teacher and the amount of mainstreaming of handicapped students into the regular education instruction program; and a statistically significant negative correlation was found between the amount of mainstreaming and both student opportunity and teacher opportunity for mainstreaming when the amount was calculated for all handicapped students in a school.

Mitchell, J. S. *See me more clearly: Career and life planning for teens with physical disabilities.* New York: Harcourt, Brace, Jovanovich, 1980.

The author explores situations that are common to all disabled teenagers and urges readers to take stock of their individual abilities.

PRESCHOOL/EARLY CHILDHOOD

Abelson, A. G. Measuring preschool's readiness to mainstream handicapped children. Child Welfare, 1976, 55, 216-20.

A study of 45 preschools in Washtenaw County, Michigan was undertaken to examine integration of handicapped children in their programs.

Allen, K. E. Early intervention and integration: Implications for research. Paper presented at the World Congress on Future Special Education, Stirling, Scotland, June 25-June 30, 1978. (ERIC Document Reproduction Service No. ED 157 306)

The paper focuses on various questions related to early intervention and education of delayed, disabled and otherwise impaired children in integrated preschool and day care settings. Areas of research are suggested.

Allen, K. E. The least restrictive environment: Implications for early childhood education. Educational Horizons, 1977, 56(1), 34-41. (Exceptional Child Education Resources, 1979, 10, No. 3422.)

The characteristics of a sound preschool program are discussed. It is noted that order and structure do not imply rigidity, and that a young handicapped child who needs freedom to learn in the least restrictive environment will not benefit from an unrestrained environment which is detrimental to all the students and teachers as well.

Alonso, L. Moor, P. M., Raynor, S., Baer, S., & Von Hippel, C. S. Mainstreaming preschoolers: Children with visual handicaps. Belmont, MA: Contract Research Corporation, 1978. (ERIC Document Reproduction Service No. ED 164 105)

Chapter one presents information on the meaning, benefits and implementation. The role of the teacher in mainstreaming is discussed. Chapter two provides a definition of visual handicaps and discusses problems in diagnosis and referral of visually handicapped preschoolers. An observational checklist for diagnosis and general guidelines on referral are included. Chapter three discusses how visually handicapped children function in various areas of development. Chapter four focuses on specific aspects of mainstreaming visually handicapped children.

Bailey, D. B. A model for resource services to the young handicapped child in a public school setting. Winston-Salem, NC: Kaplan School Supply Corporation, 1974. (Exceptional Child Education Resources, 1978, 9, No. 2661.)

Described is the Chapel Hill Training--Outreach Project Model for development, implementation, and evaluation of a comprehensive approach to mainstreaming designed to provide prescriptive educational services to handicapped children (k-1) and their families and to extend the intervention program to the regular classroom setting through teacher training and consultation.

Barros, S. Life in the first lane: The case for integration of the pre-school handicapped child. *Elements: Translating Theory into Practice*, 1979 *10*(6), 7-9.

Presents a rationale for mainstreaming handicapped pre-schoolers based on studies of the negative effects of special class isolation and of the positive benefits of integration to both handicapped and nonhandicapped children.

Blacher-Dixon, J. *Preschool mainstreaming: Current state of the art.* Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, TX, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 087)

Findings indicated that there is a high degree of clarity about what constitutes mainstreaming at the preschool level. All respondents strongly agreed that parental involvement is a key to successful mainstreaming and found that they had enough time to meet the needs of parents. General and special education students indicated that they had friends in both groups.

Blacher-Dixon, J. and Turnbull, A. P. Preschool mainstreaming: Definitions, rationale and implementation. *Education Unlimited*, April 1979, pp. 16-22.

The analysis of preschool mainstreaming focuses on theoretical ambiguities, research gaps, interpretations and procedures.

Braun, S. J. & Lasher, M. G. *Are you ready to mainstream? Helping preschoolers with learning and behavior problems*. Columbus, OH: Charles E. Merrill, 1978. (*Exceptional Child Education Resources*, 1979, *10*, No. 3927.)

The chapter on mainstreaming special needs students in regular classes focuses on such aspects as problems in role definition, selecting, and grouping of children.

Braun, S. J., & Lasher, M. G. Can programs for special needs preschoolers thrive in public schools? *Behavioral Disorders*, 1978, *3*, 160-167.

The article discusses programs for special needs preschoolers in the public schools in the context of issues common to all young children.

Bricker, D. D. & Bricker, W. A. A developmentally integrated approach to early intervention. *Education and Training of the Mentally Retarded*, 1977, *12*, 100-108.

To demonstrate the role of early intervention as a necessary component of sound educational programming for the handicapped child, an early intervention program was developed. The approach used in this project emphasized early intervention, parental involvement, developmental programming and the intergration of normal and handicapped children in the same program.

Bricker, D. D., & Bricker, W. A. Non-categorical education for the preschool child. Miami, FL.: Mailman Center for Child Development, 1975. (ERIC Document Reproduction Service No ED 112 558)

Described is an innovative program of noncategorical education for both normal and developmentally delayed infants and preschool children.

Bricker, D. & Sandall, S. Mainstreaming in preschool programs: How and why to do it. Education Unlimited, September 1979, pp. 25-29.

The article discusses the rationale for mainstreaming handicapped children into preschool programs and describes some of the mainstreaming strategies used in the University of Oregon Center on Human Development preschool program for mainstreaming handicapped children.

Brown, C. W., & Peters, D. L. A naturalistic study of the conditions and characteristics promoting social integration of handicapped children in early childhood education classrooms. University Park, PA.: Pennsylvania State University, College of Human Development, 1979. (ERIC Document Reproduction Service No. ED 179 293)

The data suggest that although handicapped children are not socially isolated or rejected, there are quantitative differences in their levels of social behaviors that differentiate them from their nonhandicapped classmates. Areas of future research and suggestions for environmental intervention are discussed.

Carter, B. Y. Mainstreaming: The effects of social interaction among preschoolers. North Carolina State University, 1977. (ERIC Document Reproduction Service No. ED 157 634)

This study determined the sociometric status of "referred" children and "stable" children enrolled in a mainstreamed preschool program in an effort to determine whether mainstreaming affects the social interaction among preschoolers functioning at different developmental levels. The results of both experiments supported the hypothesis that cross-group social interaction does exist among mainstreamed preschoolers functioning at different levels.

Cavallaro, S. A. & Porter, R. H. Peer preferences of at-risk and normally developing children in a preschool mainstream classroom. American Journal of Mental Deficiency, 1980, 84, 357-66.

Social interactions and peer preferences in a preschool mainstream classroom containing 20 normally developing and at-risk children were studied using the ethnological method of direct observation. Data on social play and gaze orientation indicated normally developing children and at-risk children interacted primarily with children from their respective groups.

Circle Preschool. The First Chance Project. Classroom screening. Piedmont, CA: Alpha Plus Corporation, 1977. (ERIC Document Reproduction Service No. ED 138 369)

This instrument is designed to give a gross measure of a child's developmental level and to identify a child with serious developmental delay as well as to provide a class profile. Screening areas covered are gross motor, fine motor, language, cognitive, self-help, and social/school adaptive materials. Procedures for screening are explained.

Cohen, S. Integrating children with handicaps into early childhood education. Child Today, January/February 1975, pp. 15-17.

The author shares experiences and ideas about matters which are basic to any effort to bring handicapped children into the mainstream of child care and education.

Cooke, T. P., Apolloni, T. & Cooke, S. A. Normal preschool children as behavioral models for retarded peers. Exceptional Children, 1977, 43, 531-32.

Some of the social benefits associated with integrated programming of the handicapped and non-handicapped are delineated.

Cormack, E. O. Consideration for integration of physically handicapped and non-handicapped preschool children. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, TX, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 024)

Eight physically handicapped and eight children with normal sensory motor abilities participated in a preschool demonstration project designed to promote equal educational and social experiences in an integrated preschool through the use of environmental adaptation and multisensory media. Results indicated increased social interactions, accelerated developmental rates, and improved independence.

Coy, M. N. The effects of integrating young severely handicapped children into regular preschool headstart and child development program. Merced, CA.: Merced County Schools, 1977. (ERIC Document Reproduction Service No ED 149 498)

Examined were the effects of integrating 14 trainable mentally retarded students into regular preschool programs. Records indicated that the handicapped students integrated into regular preschool programs benefited more than students who were not integrated.

Clark, V. L. & Johnson, S. P. (Compilers). Description of projects developing strategies for integrating and delivering services to handicapped children in head start programs. Chapel Hill, NC, University of North Carolina, Technical Assistance Development System, 1974. (ERIC Documents Reproduction Service No. ED 136 505)

Provided are separate reports on 14 Head Start programs offering strategies for integrating and delivering services to handicapped children.

Daugherty, D., & Mertens, D. M. A summative evaluation of teaching the young handicapped child: Spring 1978. Lexington, KY: Appalachian Education Satellite Project, 1978. (ERIC Document Reproduction Service No ED 165 810)

Described is an inservice course on mainstreaming for teachers of children from three to eight. This course was designed to reach teachers in rural areas of Appalachia.

Dickerson, M. G., & Davis, M. D. Implications of P. L. 94-142 for developmental early childhood teacher education programs. Young Children, 1979, 34(2), 28-36.

Public Law 94-142 is not a totally new challenge to educators who advocate the developmental approach to early childhood education. It is a reaffirmation of the tenets that these programs have followed since their inception: Teachers must meet the needs of all children in their groups. Information about the law, knowledge of specific handicapping conditions, and ability to make adaptations will have to be included in teacher education programs.

Dyson, L. L. & Kubo, H. R. Attitudes of preschool teachers toward the integration of handicapped children. Paper presented at the Annual International Convention of the Council for Exceptional Children Philadelphia, PA., April 1980. (ERIC Document Reproduction Service No. ED 187 043)

Findings showed that the majority of teachers were in favor of integrative and supportive services, but many were cautious about the practice of integration. Differences were also found toward integrative and supportive services in relation to the individual teachers' experiences in working with the handicapped.

Edwards, E., & Montemurro, T. J. The behavior of preschool handicapped children and their interactions with model children. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas, TX, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 046)

A demonstration preschool program based on Piagetian principles and integrating handicapped children with their normal peers is described. Behavior styles of the children are cited based on the Coping Analysis Schedule for Educational Settings. As groups, the handicapped and non-handicapped students exhibit similar styles of behavior in each setting.

Edwards, E. A. & Hogan, J. M. *A Piagetian approach to a mainstreamed preschool*. Paper presented at the annual meeting of Piaget and the Helping Professions, February 1-2, 1980, University of Southern California, Los Angeles. (ERIC Document Reproduction Service No. ED 186 113)

This paper presents preliminary data on the integration of mild to moderately handicapped preschool children into the program. Data indicated that the dominant coping style of both handicapped and nonhandicapped children in the teacher-directed setting was compliant, dependable, and conforming behavior.

Erickson, J. G. *Social relationships and communication interactions of mainstreamed communication handicapped preschool children: A Pilot Study* Urbana-Champaign, IL: University of Illinois, Urbana-Champaign, 1976. (ERIC Document Reproduction Service No. ED 129 043)

This study investigated with five communication handicapped and four normal children communication patterns and friendship choices in a mainstreamed preschool setting. Intervention on the part of the teacher appeared necessary in order to develop interactions between mainstreamed handicapped and normal children. There appeared to be a relationship between severity of handicapped and social acceptance.

Evans, J. L. *Ability development project for five-year-olds*. Austin, TX: Southwest Educational Development Lab, 1977. (ERIC Document Reproduction Service No. ED 154 577)

Chapter two reviews the development of four products: Spanish and English language performance screening, observational checklist for referral, instruction manuals, and supplementary materials.

Federlein, A. C. A study of play interactions of preschool handicapped and nonhandicapped children in mainstreamed and segregated settings (Doctoral dissertation, The University of Michigan, 1979). *Exceptional Child Education Resources*, 1980, *12*,No. 2244. (University Microfilms, No. 79-16,701)

Handicapped preschoolers exhibit the same play categories and levels as nonhandicapped preschoolers, but at a lower frequency.

Federlein, A. C. *A study of play behaviors and interactions of preschool handicapped children in mainstreamed and segregated settings*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Aptil 22-27, 1979. Dallas, TX: (ERIC Document Reproduction Service No. ED 171 048)

Findings revealed that although the nonhandicapped students had higher frequency scores in all categories of play, mainstreamed handicapped preschoolers scored lower in only one instance; and that in the segregated settings during the observations there appeared to be more adult interaction during the free play periods than in the mainstreamed settings.

Fowler, S. A., Ecological considerations in the education and integration of young handicapped children. Lawrence, KS: University of Kansas, Center for Research in Early Childhood Education, 1978, (ERIC Document Reproduction Service No. ED 191 214)

The paper focuses on how aspects of the physical and social environment can be analyzed and arranged within a training classroom to teach children with learning and behavior problems in a variety of skills, and to promote generalization of these skills, from the training classroom to an integrated classroom.

Frank, M. (Ed.) Mainstreaming--part one. Pittsburgh, PA: Pittsburgh Area Preschool Association, 1978. (ERIC Document Reproduction Service No. ED 153 381)

This is the first of two issues that analyzes mainstreaming for handicapped students.(January 1978, Vol. 11, No. 2)

Frank, M. (Ed.). Mainstreaming--part two. Pittsburgh, PA. Pittsburgh Area Preschool Association, 1978. (ERIC Document Reproduction Service No. ED 153 382)

The second of two issues of Children in Contemporary Society, addresses topics related to mainstreaming of handicapped children. Administrative, legal and teachers' views are included. (March 1978, Vol. 11, No. 3)

Gorelick, M. C. Are preschools willing to integrate children with handicaps? Careers in integrated early childhood education programs. Northridge, CA: California State University 1973. (ERIC Document Reproduction Service No. ED 098 736)

A questionnaire was sent to 230 private nursery schools in northwest Los Angeles County to determine the schools' willingness to enroll children with handicaps. Of the 72 that responded, 60 were agreeable, 27 presently had children with physical handicaps attending and 17 had children with mental handicaps. Reasons cited for not accepting handicapped children were lack of trained staff inappropriate facilities and lack of appropriate license.

Gorelick, M. C. What's in a label? Careers in integrated early childhood programs. Northridge, CA: California State University, 1973. (ERIC Document Reproduction Service No. ED 097 792)

The paper focuses on the effects of labeling on teacher-child interaction. Stressed is the need for all teachers to learn to assess each child, plan individualized programs, and overcome prejudices concerning human differences.

Guralnick, M. J. *Early intervention and the integration of handicapped and nonhandicapped children*. Baltimore, M.D.: University Park Press, 1978. (ERIC Document Reproduction Service No. ED 162 755)

This collection of eleven articles focuses on integrating handicapped and nonhandicapped children in preschool programs.

Guralnick, M. J. *Early intervention and the integration of handicapped and nonhandicapped children*. Baltimore, MD: University Park Press, 1978. (*Exceptional Child Education Resources*, 1978, *10*, No. 1402.)

Presented are 11 papers covering the issues, concepts, programs, research and future needs relating to the integration of handicapped and nonhandicapped preschool children.

Hackman, J. D., Lehman, L. B., & Rothenberg, J. J. *Learning by succeeding: Teaching potential learning disabilities kindergarteners within the regular classroom*. Paper presented at the Annual Meeting, American Educational Research Association, Toronto, Canada, March 27-31, 1978. (ERIC Document Reproduction Service No. ED 152 732)

This makes every child capable of achieving (MECCA) model incorporates collaboration between the hearing disabilities teacher and the regular classroom teacher within the classroom using a task analysis process for building sequentially on students' successful accomplishments.

Haralick, J. G., & Peterson, N. L. *Influence of social and physical setting on interactions among handicapped and nonhandicapped children in an ability integrated preschool*. Parsons, KA: Kansas Center for Research in Mental Retardation and Human Development, 1979. (ERIC Document Reproduction Service No. 189 776)

An intensive, naturalistic, observational study was conducted of a preschool class which integrated eight handicapped and five nonhandicapped children. Results suggested that interaction among members of the two groups freely occurred. Interaction was enhanced or diminished by variations in the social composition of the play group and by differences in play equipment.

Hayden, A., Smith, R. K., Von Hippel, C. S., & Baer, S. A. *Mainstreaming preschoolers: Children with learning disabilities*. Belmont, MA: Contract Research Corporation, 1978. (ERIC Document Reproduction Service No. ED 164 110)

Included are discussions of the following topics in the respective chapters: the role of the teacher in mainstreaming; definitions and characteristics of learning disabilities with an observation checklist; and development in learning disabled and non-handicapped in the areas of motor, visual, auditory, communicative, cognitive and social skills.

Healy, A., McAreavy, P., Von Hippel, C. S. & Jones, S. H. *Mainstreaming preschoolers: Children with health impairments*. Belmont, MA: Contract Research Corporation, 1978. (ERIC Document Reproduction Service No. ED 164 104)

Chapter one presents information on the meaning, benefits and implementation of mainstreaming. Chapter two distinguishes between handicapping and nonhandicapping health impairments. Chapter three discusses how health impairments affect learning in three to five year olds and enumerates emergency measure procedures.

Hodgson, G. and Mulkerne, S. A regular preschool program for Robbie. *Education Unlimited*, March 1980, pp. 40-41.

The article reports how the Career Associate in Special Education (CASE) program (designed to train paraprofessionals to work in special education classrooms) served a 2 1/2 year old cerebral palsied child. The child's progress is traced.

Howard, N. K. *Regular class placement of the exceptional child: An abstract bibliography*. Urbana, IL: ERIC Clearinghouse on Early Childhood Education, 1974. (ERIC Document Reproduction Service No. ED 097 126)

This selective bibliography cites recent ERIC documents on placement of exceptional children in regular preschool, kindergarten and elementary classrooms.

Integration of handicapped and non-handicapped preschool children--parents' perspective. Ypsilanti, MI: High/Scope Educational Research Foundation, 1976. (*Exceptional Child Education Resource*, 1978, *10*, No. 2025.)

Parents of handicapped and nonhandicapped children who spent a school year together in High/Scope Preschool discuss the benefits of the program for their children, and some apprehensions they had at the beginning of the year and how they feel at the end of the year.

Jones, S. N. Case studies and observation of four mainstreamed preschool children (Doctoral dissertation, The University of Michigan, 1979). *Exceptional Child Education Resources*, 1980, *12*, No. 3743. (University Microfilms No. 7925 170)

One finding of this study was these preschool handicapped children required more teacher time than nonexceptional children and the percentage of time was less than the teacher anticipated.

Kaplan-Sanoff, M. *The issue of mainstreaming: Its efficacy in the preschool*. Paper presented to the Annual Meeting of the American Psychological Association, September 1-5, 1979. (ERIC Document Reproduction Service No. ED 182 055)

Findings from a study comparing the effects of segregated versus mainstreamed preschool settings on handicapped and nonhandicapped children strongly suggest that mainstreaming is the preferable alternative.

Karnes, M. B. The use of volunteers and parents in mainstreaming. *Viewpoints in Teaching and Learning*, 1979, *55*, (3), 44-45.

Feasible ways of mainstreaming the preschool child are viewed. Alternative ways of using volunteers and parents in this effort are delineated.

Karnes, M. B. & Lee, R. C. *Mainstreaming in the preschool.* Urbana, IL: ERIC Clearinghouse on Early Childhood Education, 1977. (ERIC Document Reproduction Service No. ED 152 419)

This paper presents a discussion of the integration of handicapped children into the mainstream. The paper is divided into five sections.

Ketchum, B. The day care alternative: Facilitating normalization of preschool multihandicapped children. *Journal of Clinical Child Psychology*, 1977, *6*(3), 45-47. (*Exceptional Child Education Resources*, 1978, *10*, No. 2774.)

This paper considers benefits of integrating multiply handicapped and nonhandicapped preschoolers in day care and preschool settings. Types of support services needed such a normalization effort are discussed.

Kieran, S. S., Connor, F. P., Von Hippel, C. S. & Jones, S. H. *Mainstreaming preschoolers: Children with orthopedic handicaps*. Belmont, MA: Contract Research Corporation, 1978. (ERIC Document Reproduction Service No. ED 164 107)

Chapter one discusses the role of the teacher in mainstreaming. Sources for assistance are listed. Chapter two discusses local and regional resources and provides specialists who work with handicapped children Chapter three discusses various kinds of orthopedic handicaps and associated problems and ways of recognizing problems for referral . Chapter five discusses how orthopedic handicaps can affect a child's functioning and learning.

Klein, J. *Teaching the special child in regular classrooms*. Urbana, IL: ERIC Clearinghouse on Early Childhood Education, 1977. (ERIC Document Reproduction Service No. ED 136 902)

The paper presents five basic assumptions related to the teaching of young handicapped children, discusses principles of teaching special children which may be helpful to teachers working in classrooms and briefly looks at unresolved questions associated with teaching children.

Klein, J. W. Mainstreaming the preschooler. *Young Children*, 1975, *30*, 317-327.

The author describes ways of identifying the handicapped and integrating them with "normal" children. Advantages, potentials problems and the apparent impact of mainstreaming are discussed.

Klein, J. W. & Randolph, L. A. Placing handicapped children in head start programs. Children Today, November/December 1974, pp. 7-10.

This article discusses how a comprehensive blend of services in a Head Start program can enhance the natural potential of many handicapped children, and at the same time help the family deal with problems relating to the child's specific disability and his normal cognitive, social and physical needs.

Kolucki, B., Behrmann, M., and Slowik, M. Sharing the street: Activities for all children. New York, NY: Children's Television Workshops, 1978. (ERIC Document Reproduction Service No. ED 181 667)

The book provides information on games and activities to help integrate young children with hearing or visual impairments, mental retardation, and other physical and learning disabilities. Each activity includes statements of the purpose, goals, materials and procedures for the 42 activities in six categories: sight, sound, feel, sight/feel, sight/sound/feel, and sensitivity.

Lange, J., Wolf, B., Putezer, H., Modell, T., and Treb, S. Out of the nest. Instructional strategies to prepare young, exceptional children for the mainstream. Madison, WI: Wisconsin State Department of Public Instruction 1979. (ERIC Document Reproduction Service No. ED 189 745)

A list of survival skills and strategies compiled by kindergarten and lower grade classroom teachers. These skills listed are not cognitively oriented, but concentrate mainly on social interaction, mental health, reinforcement, and self-direction.

Lansdowne, S. C. The handicap primer: An introduction to working with young handicapped children. Austin, TX: Austin Independent School District, 1978. (ERIC Document Reproduction Service No. ED 155 844)

This book is intended to provide regular class elementary and early childhood teachers with basic information about types of handicaps and teaching strategies to use with exceptional children. Simulation activities are suggested.

La Porta, R. A., Vorce, E., Von Hippel, C. S., Donovan, J., MeGee, D. I., Simmons, & Martin, A. Mainstreaming preschoolers: Children with hearing impairment. Belmont, MA: Contract Research Corporation, 1978. (ERIC Document Reproduction Service No. ED 164 109)

Chapter one discusses the role of the teacher in mainstreaming. Chapter two discusses definitions. Chapter three describes the development and functioning of children with all levels of hearing impairments in four basic areas: communication skills, social and emotional development, cognitive skills and motor skills.

Lasher, M. G., Mattick, S., Perkins, F. J., Von Hippel, C. S. & Hailey, L. G. *Mainstreaming preschoolers: Children with emotional disturbance*. Belmont, MA: Contract Research Corporation, 1978. (ERIC Document Reproduction Service No. ED 164 108)

Chapter one discusses the role of the teacher in mainstreaming. Chapter two discusses local and regional resources and provides information on specialists who work with emotionally disturbed children. Chapter four discusses the definition of emotional disturbance as well as problems related to the diagnosis and referral of emotionally disturbed children. Chapter five describes the effects of five common categories of emotional disturbance on the preschooler's functioning in the areas of self-concepts, social, speech and language, motor, and cognitive development.

Leonard, J. E. & Cansler, D. P. Serving gifted/handicapped preschoolers and their families: A demonstration project. *Roeper Review*, 1980, *2*(3), 39-41.

Programming strategies and the mainstreaming aspect are summarized.

Liebergott, J., Favors, A., Von Hippel, C. S. & Needleman, H. L. *Mainstreaming preschoolers: Children with speech and language impairments*. Belmont, MA: Contract Research Corporation, 1978. (ERIC Document Reproduction Service No. ED 164 106)

Chapter one discusses the role of the teacher in mainstreaming and delineates resources that can be tapped for assistance with handicapped children. Chapter two describes various speech and language impairments commonly associated handicaps and ways to identify them in young children. Chapter three contains detailed information on the normal development of communication disorders and how disorders can affect cognitive, social, motor and communicative functioning.

Lynch, E. W., Simms, B. H., Von Hippel, C., & Shuchat, J. *Mainstreaming preschoolers: Children with mental retardation*. Belmont, MA: Contract Research Corporation, 1978. (ERIC Document Reproduction Service No. ED 164 103)

Chapter one presents information on the meaning, benefits and implementation of mainstreaming and discusses the role of the teacher. Chapter two defines mental retardation. An observational checklist and general guidelines for identifying students for referral are included. Chapter three discusses how mental retardation affects learning and development in three and four year olds. Chapter four focuses on teaching techniques.

Mainstreaming preschoolers: Children with visual handicaps. Belmont, MA: Contract Research Corporation, 1977. (ERIC Document Reproduction Service No. ED 1480 83)

This book provides an overview of mainstreaming procedures and implications. Chapter three discuss the effects of visual handicaps on specific areas. General teaching guidelines are presented.

Mainstreaming preschoolers: Children with visual handicaps (edited text). Belmont, MA: Contract Research Corporation, 1977. (ERIC Document Reproduction Service No. ED 148 083)

The first chapter provides a definition of mainstreaming and considers benefits, professional involvement and resources available for parents and teachers. General teaching guidelines as well as specific techniques and activities for mainstreaming the visually impaired are provided.

Matthew, E., Smith, R., Schere, R. A. & Impellizzeri, I. *In-service training of preschool personnel in early identification and intervention procedures*. Paper presented at the Annual Meeting of the National Council of States on In-service Education in Hollywood, FL, November 13, 1979. (ERIC Document Reproduction Service No. ED 181 662)

The inservice program focused on six elements basic to diagnostic-prescriptive teaching: assessment, goal setting, strategy selection, individualization, application and evaluation.

McLoughlin, J. A. & Kershman, S. M. Mainstreaming in early childhood: Strategies and resources. *Young Children,* 1979, *34*(4), 54-67.

Programming for young handicapped children is a major commitment that entails efforts in staff inservice training and preparation identification of handicapped children, educational and other in-depth assessment of learning styles and levels of development, specific instructional methods and procedures, and child and program evaluation. Excellent resources are contained in the article.

Meisels, S. J., & Friedland, S. J. Mainstreaming young emotionally disturbed children: Rationale and restraints. *Behavioral Disorders*, 1978, *3*, 178-185.

The article examines some of the unique issues involved in mainstreaming preschool and kindergarten emotionally disturbed children.

Miller-Jacobs, S. *Open education for preschool special needs children.* Fitchburg, MA: Fitchburg State College, 1976. (ERIC Document Reproduction Service No. ED 135 451)

This paper discusses and defines open education, preschool education and special education and the philosophy behind merging these three approaches. The paper attempts to show that each approach has unique contributions to make to the education of the young child with special needs.

National Institute on Mental Retardation, Canadian. *Children with special needs in day care: A guide to integration*. Toronto, Ontario, Canada, 1978. (ERIC Document Reproduction Service No. ED 167 243)

This handbook provides guidelines for integrating children with special needs into regular daycare programs and discusses the need for a network of social services for these children and their families

National Institute on Mental Retardation. Children with special needs in day care: A guide for integrating developmentally delayed children into regular day care services. Downsview Ontario; Author, 1978. (Exceptional Child Education Resources, 1979, 11, No. 3975.)

Factors examined relative to the mainstreaming of handicapped children into regular day care centers include beginning the process, staff role, ratios of handicapped to normal children, requirements in equipment and environment, parental involvement, staffing patterns and development and use of specialized resources.

Neisworth, J. T. & Madle, R. A. Normalized day care: A philosophy and approach to integrating exceptional and normal children. Child Care Quarterly, 1975, 4, 163-171.

The authors outline the benefits to be achieved by regular class placement of exceptional children in day care and provide a synopsis of principles to be used in programming for children with delays.

Pastor, D. L. , & Swap, S. M. An ecological study of emotionally disturbed preschoolers in special and regular classes. Exceptional Children, 1978, 45, 213-215.

Four emotionally disturbed preschoolers engaged in a higher frequency of disruptive behavior in a regular classroom than in a special class; teachers in the two settings responded difficulty to the behaviors.

Peterson, C., Peterson, J. & Scriven, G. Peer imitation by nonhandicappped and handicapped preschoolers. Exceptional Children, 1977, 43, 223-24.

The purpose of this study was to test the hypothesis that nonhandicapped preschoolers constitute more effective models than the handicapped for both groups of children. The question has practical relevance to the preschool curriculum.

Petriwskyj, A. Integrating handicapped pre-school children. Australian Journal of Early Childhood, 1977, 2(3), 20-21. (Exceptional Child Education Resources, 1978, 10, No. 1991)

Discussed are common difficulties experienced in the integration of handicapped preschool children into regular classes in Australia, such as programming and teacher preparation.

Plummer, B. A. Integration of preschool severely handicapped children. Fairfield, CA: Solano County School System, 1977. (ERIC Document Reproduction Service No. ED 148 091)

This study was conducted to determine whether severely handicapped preschool children could learn normal classroom behavior through the single treatment variable of exposure to the regular classroom environment with normal peers.

Pokorni, J. CDT--The comprehensive development teams: Meeting the needs of mainstreamed handicapped young children. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, April 11-17, 1977. (ERIC Document Reproduction Service No. ED 139 158)

The Comprehensive Developmental Teams Program is a multidisciplinary approach to improving Head Start Services to handicapped children. The roles of teams are identified.

Raver, S. A. Preschool integration: Experiences from the classroom. Teaching Exceptional Children, 1979, 12, 22-26.

The rationale for preschool mainstreaming and observations of an integrated classroom are presented. Eight effects are delineated and discussed.

Raver, S. A. Ten rules for success in preschool mainstreaming. Education Unlimited, February 1980, pp. 47-52.

Ten suggestions for successful mainstreaming on a preschool level are presented.

Riley, S. Joey comes to class. Early Years, September, 1977, pp. 42-43, 55-57. (Exceptional Child Education Resources, 1978, 9, No. 2604.)

A teacher provides an acoount of the entrance of a 3 year old disfigured boy into an early childhood center program. Summarized are beliefs that resulted in the following values: the uniqueness and worth of each individual, the need for preparation for new experiences, the importance of honesty and the provision of assurance.

Sauer, R. B. Handicapped children and day care (Rev. ed.). New York, NY: Bank Street College of Education, 1975. (ERIC Document Reproduction Service No. ED 119 808)

This handbook offers guidance to parents and staff in developing day care programs which include handicapped children.

Scriven, G. Peer imitation by normal and handicapped preschoolers. Illinois School Research, 1976, 12(2), 23;25. (Exceptional Child Education Resources, 1977, 9, No. 2329.)

Data showed that both normal and handicapped preschoolers were more likely to imitate a normal than a handicapped peer. Popularity of the model did not influence imitation by peers.

Serving young children with special needs. Bulletin of the High/Scope Foundation, Fall 1977, pp. 9-12. (Exceptional Child Education Resources, 1978, 10 No. 1987.)

Described is a demonstration preschool designed to prepare handicapped children for mainstreaming by providing a learning environment stressing interaction between handicapped and nonhandicapped children. Examples of strategies are given.

Simon, E. P. and Gillman, A. E. Mainstreaming visually handicapped preschoolers. Exceptional Children, 1979, 45, 463-64.

The authors explore the effects of mainstreaming four visually handicapped preschool pupils. The need for extensive preparation is stressed as vital to the success of a mainstreaming program.

Snyder, L., Apolloni, T. and Cooke, T. P. Integrated settings at the early childhood level: The role of nonretarded peers. Exceptional Children, 1977, 43, 262-66.

Discussed are implications of recent studies investigating procedures for structuring peer imitation and peer reinforcement with retarded preschool children in a mainstream setting.

Step by Step. Scarsdale, NY: Steve Campus Productions, 1978. (Exceptional Child Education Resources, 1978, 12, No. 908.) (14 min/sound/color/16mm)

The film shows how knowledgeable early childhood personnel supported by special services and training, proper facilities, and appropriate materials and supplies, can achieve an effective integration of children with special needs.

Stratton, J. The blind child in the regular kindergarten. Springfield, IL: Charles C. Thomas, 1977. (Exceptional Child Education Resources, 1978, 10, No. 430.)

The book provides suggestions on selecting appropriate activities for blind children. The early development of blind children is reviewed. Eleven implications for education are listed.

The status of handicapped children in Head Start Programs. Washington, DC: Administration for Children, Youth, and Families, 1979. (ERIC Document Reproduction Service No. ED 177 769)

Among the results cited are that handicapped children accounted for 13% of the total enrollment in full year programs. The distribution of handicapped children by primary handicapping condition ranged from 52.7% speech impaired to .4% blind.

Umansky, W. and Cryan, J. R. Mainstreaming of young children: Unanswered questions. Childhood Education, 1979, 55, 186-191.

The article describes the rationale for mainstreaming handicapped children and reviews research on the topic.

Wayne, S., Brown, J. K., Dakof, G. and Ulfelder, L. S. Mainstreaming and early childhood education for handicapped children: a guide for teachers and parents. Washington, DC: Wynne Associates, 1975. (ERIC Document Reproduction Service No. ED 119 445)

The document contains a review and analysis of the research literature concerned with preschool mainstreaming in the context of the present range of preschool programs. Resources, including 10 children's books, are included.

Williams, B. F., An analysis of training procedures for effective approaches, a behavioral training package for teachers of preschool handicapped children (Doctoral dissertation, University of Kansas, 1979). Exceptional Child Education Resource, 1981, 12, No. 5085. (University Microfilms No. 8002772)

Results suggested that the training improved the verbal skills of both professional and paraprofessional staff and that the program provided adequate training for staff working with mainstreamed handicapped students.

Winkelstein, E., Shapiro, B. J., Tucker, D. G. & Shapiro, P. P. Early childhood educational objectives for normal and retarded children. Mental Retardation, 1974, 12(5), 41-45.

In this model early childhood educational objectives are viewed as the same for normal and retarded children with variations only in the degree of achievement. A means by which the classroom teacher can construct educational objectives that cover a wide range of behavior is described.

Wilson, J. D., McVeigh, V. M., McMahon, J. F., Bauer, A. M. & Richardson, P. C. Early intervention: The right to sight. Education of the visually impaired. 1976, 8(3), 83-90.

A followup study was conducted of visually handicapped preschoolers involved in a program of initial and ongoing diagnosis, individualized prescriptive education, intensive parent involvement and coordinated entry into regular classes. Results showed increase in visual and overall functioning and a high placement rate into regular public school classes.

Wolf, J. M. Designing and implementing a mainstream course for regular early educators. Minnesota: University of MN, Institute for Child Development 1975. (ERIC Document Reproduction Service No. ED 116 278)

The purposes of the course were to present a rationale and philosophy for integrating special needs children into mainstream settings and to offer a variety of intervention strategies to accomplish mainstreaming in the classroom.

Wynn, S., Ulfelder, L. S., & Kakof, G. Mainstreaming and early childhood education for handicapped children: Review and implications of research. Washington, DC: Synne Associates, 1975. (ERIC Document Reproduction Service No. ED 108 426)

Presented are the results of a project which reviewed and critically analyzed the research literature and produced a bibliography of 291 books, reports, and articles related to mainstreaming of preschool handicapped children.

RATIONALE

Aiello, B. (Ed.) *Making it work: Practical ideas for integrating exceptional children into regular classes*. Reston, VA: Council for Exceptional Children, 1975. (ERIC Document Reproduction Service No. ED 116 372)

The guide contains brief articles on the nature of mainstreaming, mainstreaming models, specific suggestions for setting up programs, and interviews with five persons involved in mainstream education.

Allen, K. E., Research in review. Mainstreaming: What have we learned? *Young Children*, 1980, *35*(5), 54-63.

This article reviews research on mainstreaming handicapped children. Topics include methodological problems, case studies, child-child interaction, peer imitation, mainstreaming and the teacher, the family's role, transition and follow-up. Implications for early childhood are delineated.

All together now. Reston, VA: Council for Exceptional Children, 1974. (*Exceptional Child Education Abstracts*, 1977, *9*, No. 751.)

The following topics are discussed: What mainstreaming is, planning at the state level, leadership of district administration, teachers helping teachers, resource rooms and facilitation of change. This package includes a 60-minute tape cassette.

Altman, R. and Meyen, E. L. Research implication. *Education and Training of the Mentally Retarded*, 1975, *10*, 276-83.

Research on the efficacy of special classes is reviewed in terms of academic achievement, personal and social adjustment and the role of labeling.

Alvir, H. P. *Mainstreaming the handicapped*. Albany, NY: Claire Gelinas, 1978. (ERIC Document Reproduction Service No. ED 163 703)

The first part provides an overview of definitions, concerns, legalities, and research on mainstreaming. Part two examines the nature of special support services. The final section explores the role of the teacher and examines teacher concerns and competencies .

Amos, N. G. and Moody, L. *Comparisons among principals, regular classroom teachers, and special education teachers of their perceptions of the extent of implementation of administrative practices pertaining to mainstreaming mildly handicapped students*. Mississippi State: Mississippi State University, 1977. (ERIC Document Reproduction Service No. ED 168 241)

The results indicated that the first year of mainstreaming in Mississippi saw only moderate implementation of administrative practices considered essential to effective mainstreaming programs. Analysis identified three areas where the perceptions of the three groups were not congruent; this indicated a need for cooperative planning in developing a rationale for mainstreaming mildly handicapped children in the years ahead.

Applied Management Sciences, Inc. *State of the art literature review on the mainstreaming of handicapped children and youth*. Silver Springs, MD: Author, 1976. (ERIC Document Reproduction Service No. ED 168 240)

An overview of mainstreaming is presented, along with an historical perspective that includes discussions of such aspects as legal impetus and reactions to labeling. Among the useful findings on mainstreaming reviewed are successful assessment methodology, optimal administrative procedures and optimal teaching procedures.

Bates, P. (Ed.) *Mainstreaming: Problems, potentials and perspectives*. Ann Arbor, MI: University of Michigan, School of Education, 1977. (ERIC Document Reproduction Service No. ED 163 671)

The book presents a series of papers that were part of a University seminar for special education doctoral students. Part one discusses origins and part two discusses the implications of mainstreaming.

Bates, R. D., To meet the unique needs of a handicapped child. *Journal of School Health*, 1980, *50*, 171-72.

Ten Year's experience with mainstreaming in the public schools is examined and predictions are made for the coming decade.

Berstein, J. Kim is handicapped, but...*Today's Education*, February/March 1980, pp. 76.

Mainstreaming children with mild physical disabilities may contribute significantly to the development of positive self-image and normal social adjustment, as this account of one child's experience in changing from special education to regular education suggests.

Birch, J. W. & Johnstone, B. K. *Mainstreaming--a new public policy in education*. Paper presented at the Annual Conference of the American Association of School Administrators, Dallas, TX, February 21-24, 1975. (ERIC Document Service No. ED 109 740)

Putting this concept into practice means turning away from the traditional segregation of the handicapped.

Boylan, W. S. Mainstreaming: The effects on the academic achievement of special education and regular students (Doctoral dissertation, California school of Professional Psychology, 1976). *Exceptional Child Education Resources*, 1978, *9*, No. 3513. (University Microfilms No. 76-28, 124)

This study concluded that some special education students can do just as well in a mainstreamed class as in a segregated special education class and that mainstreaming will not lessen the achievement gains of the regular students who are in mainstreamed classes.

Burke, D. A., Comparative effects of placement in self-contained or partially mainstreamed programs on the self-concept, attendance, and academic achievement of EMR high school students (Doctoral dissertation, University of Massachusetts, 1979). Exceptional Child Education Resources, 1980, 12, No. 1090. (University Microfilms No. 79 12 669)

Among findings were that no significant difference between groups was found in reading and mathematics grade achievement, self-concept growth, or drop out records.

Calhoun, G. New trends in special education. Journal for Special Educators of the Mentally Retarded, 1977, 14, 66-69.

Considered are issues in special education which relate to litigation, mainstreaming and accountability. Three conclusions are drawn: placement procedures must be re-evaluated to eliminate misplacement; derogatory labels that remain with individuals their entire lives must be avoided; more emphasis must be placed on the affective domain.

Carpenter, R. D. A follow up study of selected Illinois public school principals' attitudes and knowledges of mainstreaming handicapped children (Doctoral dissertation, Southern Illinois University, 1976). Exceptional Child Education Resources, 1978, 9, No. 3514. (University Microfilms No. 76-28, 731)

It was concluded that workshop residuals are affecting not only the special education student's education, but are having impacts on total school curriculum, instructional methodology, teacher-pupil, and teacher-teacher relationships, all of which are resulting in better and more quality programs.

Carpenter, W. Why mainstreaming will succeed while some other special education will fail. Education, 1979, 99, 368-69.

The author delineates problems associated with mainstreaming and suggests solutions to them.

Davidson, C. Parents' and teachers' responses to mainstreaming, Education Unlimited, March 1980, pp. 33-35.

The findings indicated few parents wanted their children mainstreamed all or part of the day; parents wanted a close watch kept on their children while they were mainstreamed; and most teachers wanted no more than two special education students at one time. Parents and teachers agreed that social and academic adjustment of the special child are equally important and that necessary support services must be available before mainstreaming can be attempted.

de Noronha, M., & de Noronha, Z. E. Family involvement makes education more economic. Paper presented at the World Congress on Future of Special Education, Sterling, Scotland, June 25-July 1, 1978. (ERIC Document Reproduction Service No. ED 158 481)

Some normal and special schools in Portugal were surveyed to test the hypothesis that integration of the handicapped child in normal school and society is more effective than education in special schools. From profiles of eight handicapped children it was concluded that integration is cheaper, socially and psychologically better, and requires fewer, technicians, special buildings, and equipment than special schools.

Desharnais, W. Address to coordinators, supervisors, directors of special education. *B. C. Journal of Special Education*, 1980, 4, 3-12. (*Exceptional Child Education Resources*, 1981, 12, No. 4716.)

The Canadian address discusses the philosophy behind the mainstreaming of handicapped children and examines some of its associated problems and issues. Ten key issues and obstacles pertaining to mainstreaming are discussed.

Diamond, B. Myths of mainstreaming. *Journal of Learning Disabilities*, 1979, 12, 246-50.

This article critiques some of the flaws of mainstreaming: grade level curriculum demands, reporting systems, standardized tests, teacher training and individualization of instruction.

Doran, B. Into the mainstream. *Nation's Schools and Colleges*, March 1975, pp. 2, 33-40.

Mainstreaming is bringing physically, mentally, and emotionally handicapped students into regular school and college programs.

Fairchild, T. N. and Henson, F. O. II. *Mainstreaming exceptional children*. Austin, TX: Learning Concepts, 1976. (*Exceptional Child Education Abstracts*, 1977, 9, No. 1410.)

This volume provides illustrated information on the mainstreaming of exceptional children.

Franklin, G. S. and Sparkman, W. E. The cost effectiveness of two program delivery systems for exceptional children. *Journal of Educational Finance*, 1978, 3, 305-314.

The findings showed that the regular classroom with resource room provides nearly equal academic gain at a significantly lower cost. There is therefore, an economic rationale for mainstreaming.

Garrett, J. P. Mainstreaming for every child. *Clearing House*, 1978, 51, 294-296.

The author describes the movement in education from one extreme (complete lack of services for the handicapped) to the other identification and labeling for segregated classes). The present emphasis on mainstreaming and individualized programming is welcomed.

Gottlieb, J. (Ed.) *Educating mentally retarded persons in the mainstream*. Baltimore, MD: University Park Press, 1980.

This book contains ten author contributed chapters focusing on mainstreaming.

Gulliford, R. Trends in special education. *Educational Review*, 1977, *29*, 233-40.

The emerging concept is one that recognizes the relative frequency of special needs and the necessity for a range of alternative forms of special educational provisions extending the idea into pre-school years and adult education with special methods of teaching and curricula required for most of the handicapped students.

Hansen, P. A., & Hansen, S. B. *Mainstreaming across nations*. Paper presented at the Annual Meeting of the Claremont Reading Conference, Claremont Reading Conference, Claremont, CA, January 19-20, 1979. (ERIC Document Reproduction Service No. ED 167 985)

The paper offers brief analyses of mainstreaming trends in the United States, the Nordic countries, the nine Common Market Nations, and the socialist countries. The paper concludes that mainstreaming is a worldwide phenomena, and that no nation has devised the ultimate plan for mainstreaming.

Hasazi, S. E., Rice, P. D., & York, R. *Mainstreaming: Merging regular and special education*. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1979, (ERIC Document Reproduction Service No. ED 175 212)

This booklet looks at the merging of special and regular education as a process rather than an end.

Hawkins-Shepard, C. Perspectives on mainstreaming mildly handicapped at the secondary level: A conversation. *Education and Training of the Mentally Retarded*, 1977, *12*, 387-95.

Current research, practices and procedures for mainstreaming at the secondary level as perceived by F. Wood, K. Dial and G. Suer are presented.

Hewlett, F. M. and Forness, S. R. *Education of exceptional learners* (*2nd ed.*). Rochleigh, NJ: Allyn and Bacon, Longwood Division, 1977.

This text aims at a collective orientation toward the learning problems of exceptional students. In Part IV, events leading to the mainstreaming movement are reviewed and several established probrams designed to facilitate mainstreaming are reviewed.

Higgins, F. D. *Mainstreaming: An overview and update*. Eugene, OR: Oregon School Study Council, 1976. (ERIC Document Reproduction Service No. ED 122 466)

The historical review places mainstreaming in the context of special education developments since World War II and recent legislation. Efficacy studies and behaviorism are cited as significant catalysts.

Horton, M. Mainstreaming for deaf children: A step forward. *Disabled USA*, 1977, *1*(3), 6-10.

A deaf adult looks back over her experiences in the public schools and suggests that P.L. 94-142 should be interpreted to allow for mainstreamed placement or special residential placement depending on individual needs of deaf students.

Houck, C. and Sherman, A. The mainstream current flows two ways. *Academic Therapy*, 1979, *15*, 133-40.

The rationale for mainstreaming is discussed in light of the need for deemphasis on isolation and labeling, increased protection of human rights, individualization in all phases on education, increased attention to the development of the total child, and greater cost efficiency in the delivery of services.

Howard, A. E. Viewpoint. Putting Humpty Dumpty together again? Mainstreaming in early childhood. *Young Children*, 1977, *33*, (1), 14-15.

Presented is a list of general questions a teacher might ask concerning the value and implications of mainstreaming.

Hughes, J. H., & Rice, E. *Needs assessment procedure: Mainstreaming handicapped (Vol I)*. Chapel Hill, NC: System Sciences, Inc., 1978. (ERIC Document Reproduction Service No. ED 160 891)

A needs assessment procedure was designed and developed. It is conceptually based on a program planning and evaluation model with four components: needs assessment and barriers identification, development of strategies to meet needs and overcome barriers, implementation of planned strategies and evaluation.

Hunter, M. Mainstreaming students with exceptional needs: Implications for the school. *UCLA Educator*, Spring/Summer 1978, pp. 42-48. (*Exceptional Child Education Resources*, 1979, *11*, No. 1067.)

Three possible disadvantages and five advantages of mainstreaming are identified and discussed. Eight school conditions for the successful implementation of mainstreaming are described.

Integration can work: A case study of a learning environment. Syracuse, NY: Human Policy Press, 1977. (*Exceptional Child Education Resources*, 1979, *11*, No. 1571.)

The film presents a program model for a therapeutic school in which nonhandicapped children and severely and moderately handicapped children function together in the classroom.

Johnson, F. *Mainstreaming from plan to program: From the perspective of a mainstream coordinator. Rationale for mainstreaming*. Paper presented at the Annual International Convention, The Council for Exceptional Children, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 139 228)

Discussed are these three requirements for successful mainstreaming: Instructional management and the importance of providing support services to the handicapped child without his leaving the regular class. Criteria are given for selecting handicapped students for the mainstream.

Jordan, J. B. (Ed.) *Teacher, please don't close the door. The exceptional child in the mainstream*. Reston, VA: Council for Exceptional Children 1976. (ERIC Document Reproduction Service No. ED 116 410)

Chapters include a listing of key ideas and discussions on selected topics.

Jordan, J. B. The changing relationship between special and regular education--a conversation with Jack W. Birch. *Education and Training of the Mentally Retarded*, 1977, *12*, 277-85.

Mainstreaming is defined and considered in terms of the mildly and severely handicapped. Other topics included the relationship between the regular and special teacher, mainstreaming at the secondary level, and current trends and practices in mental retardation.

Kaufman, M. J., Gottlieb, J., Agard, J. & Kukic, M. B. Mainstreaming: Toward an explication of the construct. *Focus on Exceptional Children*, May 1975, pp. 1-11.

A construct for mainstreaming mentally retarded children is discussed in terms of major influences, a structural definition and definitional implications for research. The author's definition which provides a conceptual framework encompassing three major components is presented. The components are--integration (temporal, instructional and social), planning and programming and clarification of responsibility (exclussive, alternating or consensual).

Kavale, K. Mainstreaming: The genesis of an idea. *Exceptional Child*, 1979, *26*, 3-21.

Problems of definitions are discussed and followed by a delineation of three major forces which induced the genesis of mainstreaming: research-based evidence and arguments, litigation challenging long-established practices and legislative mandates.

Linton, T. E. and Juul, K. D. Mainstreaming: Time for reassessment. *Educational Leadership*, 1980, *37*, 433-37.

The authors critically examine the mainstreaming movement in the United States and the assumptions behind the movement and compare it to the situation in Scandinavia. Broader social issues are discussed.

Lippman, L. "Normalization" and related concepts: Words and ambiguities. *Child Welfare*, 1977, *56*, 301-310.

Examined are definitions of the terms "normalization", deinstitutionalization" and "mainstreaming" and the ambiguities which have been associated with them in various contexts.

Lockard, G. Mainstreaming: One child's experience. Phi Delta Kappa, 1978, 59, 527-28.

An educator who is also a mother of a handicapped child recounts the difference mainstreaming made in the life of her child.

Loring, J. and Burn, G. (Eds.) Integration of handicapped children in society. Boston, MA: Routledge and Kegan, 1976. (Exceptional Child Education Resources, 1978, 10, No. 1335.)

Presented are 22 papers focusing on the mainstreaming of handicapped children as it relates to such topics as behavior modification, life philosophies and emotional problems.

Mainstreaming special education. Grandforks, N.D.: University of North Dakota, Center for Teaching and Learning, 1976. (ERIC Document Reproduction Service No. ED 156 629)

This issue of Insights into Open Education (Vol. 8, No. 5) investigates various aspects of the problems and potentials of mainstreaming handicapped children into the regular school program.

Martin, P. I, too, want to be a real person. Volta Review, 1975, 77, 375-80.

A mother describes the problems encountered by her 7-year-old deaf daughter to change in her public school program from oral to total communication. This child declined with the total method and improved when she was integrated into a regular elementary school. The mother urges that children be placed in programs based on individual needs.

McCombs, C. 3. A study of the visual-motor abilities and self-concepts of children with learning disabilities in two instructional situations: Regular classes and special classes (Doctoral dissertation, University of Alabama, 1975). Exceptional Child Education Resources, 1977, 9, No. 2545. (University Microfilms No. 76-13, 924)

The self-concept scores of 59 learning disabled students in regular elementary classes were found to be significantly more positive than those of 65 LD students in special classes, while no significant difference was found in visual-motor scores of the two groups.

McDevitt, G. M. and McDevitt, L. (Eds.) The handicapped experience: Some humanistic perspectives. Baltimore, MD: University of Baltimore 1979, (Exceptional Child Education Resources, 1981, 12, No. 2183.)

The book considers the images of the handicapped, the philosophy behind mainstreaming and the issue of legislating values.

Monaco, T. M. Mainstreaming, who? *Science and Children*, 1976, *13*(6), pp. 11.

Presented are the facts related to what putting handicapped children with normal children in regular classrooms may or may not accomplish.

Mori, A. A. The handicapped child in the mainstream--New roles for the regular educator. *Education*, 1979, *99*, 243-49.

This article describes some of the new roles of regular educators and presents a rationale for relying on the regular educator to provide meaningful experiences for handicapped children in the mainstream.

National Association of Retarded Citizens. *Mainstreaming mentally retarded students in the public schools: Position statements by the National Association for Retarded Citizens*. Arlington, TX: Author, 1978. (ERIC Document Reproduction Service No. Service No. 177 841)

The position stated identifies seven problem areas in respect to the mainstreaming movement. NARC's position on each is given.

O'Donnell, P. A. and Bradfield, R. H. (Eds). Mainstreaming: Controversy and consensus. San Rafael, CA: Academic Therapy Publications, 1976. (*Exceptional Child Education Abstracts*, 1977, *9*, No. 949.)

This volume examines the issues, problems and concerns relative to mainstreaming.

Payne, J. S., Martin, W., Stephens, B., Tawney, J., Wilcox, N. & Luckey, R. E. Mainstreaming mentally retarded students in the public schools. *Mental Retardation*, 1979, *17*, 45-46.

The position statement of the National Association of Retarded Citizens regarding mainstreaming of mentally retarded students is presented.

Perelman, P. F. *Observations on integration and mainstreaming in three different cultures*. Paper presented at the World Congress on Future Special Education, Stirling, Scotland, June 25-July 1, 1978. (ERIC Document Reproduction Service No. ED 157 292)

Findings indicate the prevalence of categorical special education and little, if any, mainstreaming or education in the least restrictive environment.

Powers, D. A. Secondary school mainstreaming of the educable mentally retarded. *Education Digest*, March 1980, pp. 46-49.

Seven frequently voiced concerns regarding secondary mainstreaming of the EMR are examined closely and shown to actually suggest a case for the modification of the secondary school program. A number of practical, personalizing techniques to increase the range of individual differences that may be accommodated in the mainstreamed high school classroom are suggested.

Quinn, A. L. A comparative study of reading and social competence in two special education instructional settings with educable mentally impaired pre-adolescent children (Doctoral dissertation, Wayne State University, 1977). *Exceptional Child Education Resources*, 1979, *11*, No. 1718. (University Microfilms No. 7805219)

The study revealed that the use of two methods of instruction (traditional and behavior modification) produced no significant improvement in the area of academic achievement, but that systematic reinforcement and mainstreaming produced a statistically significant improvement in the area of social competence.

Rauth, M. *Mainstreaming: A river to nowhere or a promising current? A special report to the AFT Task Force on Educational Issues*. Washington, DC: American Federation of Teachers, 1978. (ERIC Document Reproduction Service No. ED 162 976)

Potential promises and problems in the placing of children with special needs or handicaps in the regular classroom are examined.

Reese-Dukes, J. L. and Stokes, E. H. Social acceptance of elementary educable mentally retarded pupils in the regular classroom. *Education and Training of the Mentally Retarded*, 1978, *13*, 356-61.

The social acceptance of 64 normal and mainstreamed EMR fifth- and sixth-graders was studied and compared by means of peer ratings.

Reger, R. What does "mainstreaming" mean? *Journal of Learning Disabilities*, 1974, *7*, 513-15.

The application of the mainstreaming concept does not mean that all handicapped children have to be placed in classes with nonhandicapped children. A realistic and flexible application of the concept is discussed.

Reynolds, M. C., & Birch, J. W. *Mainstream education: Focus on individualization*. Columbus OH: University Council for Educational Administration, 1977. (ERIC Document Reproduction Service No. ED 135 116)

A brief treatment of some of the foundational aspects of the mainstreaming movement is presented in this paper followed by a discussion of some of the shifts in concepts and new approaches to increase the capacity of schools to accommodate children who show a wide range of learning needs.

Richman, V. C. Meeting the needs of the special child in the regular classroom. *Journal for Special Educators of the Mentally Retarded*, 1977, *13*, 165-68.

The author reviews arguments for and against mainstreaming mildly handicapped students and suggests that the central issue is the need for improving diagnostic methods and individualized instruction for all children.

Ross, M. Mainstreaming: Some social considerations. *Volta Review*, 1978, *80*(1), 21-30.

The hearing impaired child's social experience is discussed, both in a chronological manner and across different types of programs.

Sapon-Shevin, M. Another look at mainstreaming: Exceptionality, normality and the nature of difference. *Phi Delta Kappan*, 1978, *50*, 119-21.

Mainstreaming should be conceived as changing the nature of the regular classroom so that it is more accommodating to all children.

Sarason, S. and Doris J. Dilemmas, opposition, opportunities. *Exceptional Parent*, August 1977, pp. 21-24.

The authors review sources of opposition to the concept of mainstreaming handicapped children.

Sivasailam, C. A path analytic model of causal relations between dynamic learner variables and school goals applied to the problem of mainstreaming (Doctoral dissertation, Indiana University, 1978). *Exceptional Child Education Resources*, 1979, *11* No. 3214. (University Microfilms No. 78 12986)

Among the findings were that the school goals for the self-contained educable mentally retarded Ss revolved around social status, as opposed to academic status for mainstreamed EMR and normal Ss; and the effects of academic attitude on academic status was mediated by academic behavior.

Skrtic, T. M. Attitude change: The underlying principle, promise and problem of mainstreaming. *Learner in the Process: Dedicated to Learners of All Ages*, Spring 1978, pp. 15-37. (*Exceptional Child Education Resources*, 1979, *11*, No. 1185.)

Examined are four principles of mainstreaming; the potentially positive effects of mainstreaming on the academic and social development of handicapped and nonhandicapped children and attitudes toward the handicapped which act as barriers to mainstreaming are discussed.

Smith, A. P. *Mainstreaming: Idea and actuality*. Albany, NY: New York State Department of Education, 1973. (ERIC Document Reproduction Service No. ED 111 157)

The importance of mainstreaming is emphasized and underlying concepts are explained. Methods for mainstreaming in protected settings are described. Elements for successful mainstreaming are noted.

Smith, J. E. Jr. A comparison of mainstreamed and special class educable mentally retarded pupils from two school systems in Virginia (Doctoral dissertation, University of Virginia, 1977). *Exceptional Child Education Resources*, 1979, *10* No. 4309. (University Microfilms No. 77-28, 614)

The general lack of significant results in the study involving 30 EMR children indicated there was little difference between special class and mainstream placements. The significant interaction on the self-concept measure indicated that there was an optimal time in each type of placement for developing or maintaining a positive self-concept.

Solomon, S. R. *Mainstreaming as an approach to special education services: Organization and training*. University of Massachusetts. Position paper presented as part of the Comprehensive Examination. (ED 140 519)

The first section supports the concept of mainstreaming with a review of literature pertaining to the following issues: legal precedent for a comprehensive program, the conceptual basis for a mainstream model, an alternative mainstream model and reasons why mainstreaming is the most desirable special education model. Roles and training are covered.

Stephens, W. E. Mainstreaming: Some natural limitations. *Mental Retardation*, 1975, 13(3), 40-41.

Mainstreaming may not be the most efficient instructional approach for those mildly retarded children with limited potential.

Tew, B., and Lawrence, K. M. Differences in reading achievement between spina bifida children attending normal schools nad those attending special schools. *Child: Care, Health and Development*, 1978, 4, 317-26. (*Exceptional Child Education Resources*, 1979, 11 No. 2807.)

It was found that the spina bifida Ss attending normal schools were reading up to the level expected from their intelligence test scores, but that the observed reading scores of those in special schools were significantly lower than expected.

Thurman, R. L. Mainstreaming: A concept general educators should embrace. *Educational Forum*, 1980, 44, 285-93.

The resultant mainstreaming can benefit general education as well as children in special education if teachers realize the potential.

Tibbenham, A., Essen, J. and Fogelman, K. Ability grouping and school characteristics. *British Journal of Educational Studies*, 1978, 26, 8-23.

This study sought to learn whether mainstreamed or non-mainstreamed schools tended to have significantly different intakes of children in terms of their social background.

Vandivier, S. S. and Vandivier, P. L. To sink or swim in the mainstream, *Clearing House*, 1979, 52, 277-79.

The authors delineate and discuss some of the shortcomings in schools trying to translate mainstreaming theory into practice.

Witherford, M. A. Effects of residential school attendance on the social development of hearing handicapped children. *New Zealand Journal of Educational Studies*, 1978, 13, (1), 40-51. (*Exceptional Child Education Resources*, 1980, 12, No. 2864.)

Among results were that children returned to special schools were less independent, that segregated hearing impaired children were less likely to develop acceptable interpersonal behavior, and that children in special schools living at home showed less hyperactivity than resident special school students.

Zehm, S. J. Search for solutions to the problems of educating slow learners in American public schools. Slow Learning Child, 1975, 22, 32-37.

Cited are the needs for training teachers to deal with special children in regular classes, individualizing instruction, and providing programs based on success.

SCHOOL PLANT

Cohen, U., Beer, J., Cairns, S. & Golden, W. Mainstreaming handicapped children: Beyond barrier-free design. Milwaukee, WI: University of Wisconsin, School of Architecture and Urban Planning, 1979. (ERIC Document Reproduction Service No. ED 188 374)

The authors describe many current school design responses to mainstreaming as limited in scope, focusing mainly on barrier free environments. The authors discuss physical solutions to provide environments which promote children's interaction, positive self-image, confidence, and accessibility, while allowing for learning and development.

Facilities for mainstreaming the handicapped. Columbus, OH: Council of Educational Facility Planners, ERIC Clearinghouse on Educational Management, 1979. (ERIC Document Reproduction Service No. ED 132 643)

Planning or improving school facilities to meet the needs of the handicapped in the least restrictive environment are topics covered in 13 entries of an annotated bibliography and six citations in a supplementary bibliography.

STRATEGIES/TECHNIQUES

A directory of selected resources in special education. (Series No. 2) Chelmsford, MA: Merrimack Education Center, 1977. (Exceptional Child Education Resources, 1978, 10, No. 109.)

This directory provides an annotated listing of resources covering home-school communications, classroom techniques, testing and assessment, media and materials and other reference sources and bibliographies. This document is designed for teachers integrating special needs students into appropriate mainstream settings.

An introduction to individualized education plans in Pennsylvania: Guidelines for school age IEP development. King of Prussia, PA: National Learning Resource Center of Pennsylvania, and Pennsylvania Department of Education National Learning Resources and Eastern Pennsylvania Special Education Regional Resource Center, 1977. (ERIC Document Reproduction Service No. ED 148 095)

Provided are guidelines which are designed to comply with proposed Pennsylvania special education standards for the development of IEPs for handicapped, gifted and talented children.

Arent, R. P. Stretching strategies: Iudividualized learning for successful mainstreaming. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 478)

A learning loop consisting of diagnostic, educational prescription, instruction and evaluation should be applied. Instructional strategies appropriate for both handicapped, exceptional and regular students include varying the grouping, vary the pace or rate for each student, establishing an acceptable and congenial environment, varying materials, varying adult and peer helpers, and matching teaching and learning styles.

Arundel, G. Mainstreaming a physically handicapped student. San Jose, CA: Lansford Publishing Company, Inc., 1977. (Exceptional Child Education Abstracts, 1978, 10, No. 3130.)

This media package is designed to help the teacher in working comfortably with the child whose orthopedic handicap is mild enough that he can join the normal group for all or part of the school day.

Awen, E., Haynes, A. B. & Post, L. *Minimum conflict mainstreaming*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 122 477)

Computer technology is discussed as a tool for facilitating the implementation of the mainstreaming process. Minimum conflict mainstreaming is defined as an approach which utilizes computer technology to circumvent such structural obstacles to mainstreaming as transportation, scheduling, screening, assignment of students, testing and grading advantages.

Bennett, M. and Bronson, M. Let's individualize our games, too! *The Directive Teacher*, Summer/Fall 1980, pp. 8,11.

The advantages of multilevel games are delineated. A checklist for designing multilevel games is provided.

Birch, J. W. Children teaching children. *Teacher,* March 1978, pp. 65-66

Peer instruction in mainstreamed classrooms can produce gains for everyone.

Bitter, G. B. and Johnston, K. A. *Facilitating the integration of hearing impaired children into regular public school classes*. Salt Lake, City, UT: University of Utah, 1974. (ERIC Document Reproduction Service No. ED 143 161)

This paper presents information on a mediated orientation package for regular classroom teachers to assist in meeting the needs of hearing impaired students.

Blum, L. A. T., A model of transition mainstreaming: A cross-cognitive tutor program. (Doctoral dissertation, University of Minnesota, 1978). *Exceptional Child Education Resources,* 1980, *12*, No. 1063. (University Microfilms No. 79 11974)

A transition mainstreaming program in which 60 regular class children tutored 29 trainable retarded children resulted in no significant main effects for the special class student. Results supported the training of tutors.

Boaton, W. Teaching special needs students/Article 7: Motivating and Managing behavior. *Industrial Education,*, 1978, *67*(4), 24-25.

The author describes a staff inservice to develop understanding of special need students, how to motivate them, and how to deal, with inappropriate behaviors.

Borg, W. R. and Ascione, F. R. Changing on-task, and disruptive pupil behavior in elementary mainstreaming classrooms. *Journal of Educational Research*, 1979, *72*, 243-52.

Elementary school teachers trained in a class management program change behaviors and improved student performance in both handicapped and nonhandicapped pupils in mainstreamed classrooms.

Calhoun, G., Jr. Hyperactive emotionally disturbed and hyperkinetic learning disabilities: A challenge for the regular classroom. *Adolescence,* 1978, *13*, 335-338.

This resource defines hyperactivity and hyperkinesis, discusses how students suffering from the condition behave and the use of drug therapy for reducing such behavior in the classroom.

Cegelka, P., & Prehm, H. Keeping Up. *Education Unlimited*, December 1979, pp. 50-53.

Materials designed for teachers and handicapped children in the least restrictive settings are reviewed. Brief descriptions are given for materials on science instruction; arts, and humanism; expressive arts; social studies units incorporating dance, music and the visual arts; and functional and basic skills.

Charles, C. M. and Malian, I. M. *The special student: Practical help for the classroom teacher*. Saint Louis, MO: C. C. Mosby, 1980.

The three major sections cover: How to prepare for mainstreaming; working with individuals and groups; and present educational and behavioral implications of specific handicapping conditions. Suggested classroom activities are included at the end of each chapter.

Christie, L. S., & McKenzie, H. S. *Minimum objectives: A measurement system to provide evaluation of special education in regular classrooms.* Burlington, VT: University of Vermont, College of Education and Special Services, 1974. (ERIC Document Reproduction Service No. ED 102 786)

Discussed in the use of minimum behavioral objectives to provide evaluation of special education in the regular classroom. Suggestions are given for developing systems of minimum objectives for student progress within a school year and over a period of years.

De Julio, E. J., Many happy returns. *Today's Education*, February/March 1980. pp. 72-73.

Described is the development of a learning center designed to aid classroom teachers in meeting the needs of physically disabled children returning to the regular classroom.

Deno, E. *Educating children with emotional, learning and behavior problems*. Minneapolis, MN: University of MN; National Support Systems Project, 1978.

This book discusses critical issues in program development, service models, characteristics and conditions conducive to successful mainstreaming and exemplary programs.

Dexter, B. L. *Special education and the classroom teacher: Concepts, perspectives and strategies.* Springfield, IL: Charles C. Thomas, 1977. (*Exceptional Child Education Resources*, 1978, *9*, No. 2849.)

The text provides information on dealing with learning problems and emphasizes the integration of teaching experience with mainstreaming concepts. Characteristics of observable classroom behaviors are listed for specific learning areas. Provided are guidelines for establishing an educational setting, examples of specific teaching strategies and a list of instructional materials available.

Dirr, P. J. & Laughlin, C. A. Individualizing instruction for handicapped children. A paper for the instructional technology course for teachers. Buffalo, NY: State University College, Educational Research and Development Complex, 1974. (*Exceptional Child Education Resources,* 1975, *7*, No. 2242.)

The authors discuss the following: the concepts of individualized instruction and regular class placement; the principles upon which individualized instruction procedures are based; and eight school conditions considered appropriate for facilitating individualized instruction.

Dirr, P. J. & Laughlin, C. A. *Individualizing instruction for handicapped children*. Buffalo, NY: Research and Development Complex, State University College at Buffalo, 1974. (ERIC Document Reproduction Service No. ED 105 675)

The authors discuss the concepts of individualized instruction and the regular class. Eight school conditions considered appropriate for facilitating individualized instruction are outlined.

Education of handicapped adolescents. *OECD Observer,* September 1978, 15-16.

The question is raised as to what educational strategies can best integrate handicapped adolescents into the mainstream of society and prepare them for the greatest possible independence in working life.

Enos, D. F. *Meeting children's needs: A field-centered curriculum for mainstreaming*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL, April 4-9, 1976. (ERIC Document Reproduction Service No. ED 126 638)

Evaluated were the effects of a curriculum model combining mainstreaming and field-centered educational experiences on 201 handicapped, normal or gifted high school students. The model was based on the importance of relating classroom activities to the reality of society and the advantages of combining field-centered education with mainstreaming. Results suggested that increased performance in the cognitive, affective, and psychomotor domains was related to the use of the field- centered model.

Enright, R. D. and Sutterfield, S. J. Treating the regular child in the mainstreaming process: Increasing social cognitive development. Psychology in the Schools, 1979, 16, 110-18.

It is shown that both moral judgement and interpersonal conceptions seem to be related to adequate social adjustment. Recent empirical studies have demonstrated success in raising children's levels of reasoning in these areas. Direct applications of these to the mainstreaming process are discussed.

Evans, T. Teaching children of mixed ability. Special Education/Forward Trends, September 1976, pp. 8-11. (Exceptional Child Education Resources, 1977, 9, No. 695.)

Discussed are the advantages of a comprehensive school in Great Britain in which slow learners are integrated into regular classes. The author describes his method of lesson planning for children of mixed ability.

Fairchild, T. N. and Parks, A. L. Mainstreaming the mentally retarded child. Austin, TX: Learning Concepts, 1976. (Exceptional Child Education Resources, 1978, 10, No. 440.)

This book is designed to familiarize regular class teachers with mainstreaming. Techniques are stressed.

Friedman, W. Together they learn. Bloomington, IN: Agency for Instructional Television, 1974. (Exceptional Child Education Resources, 1978, 10, No. 2011.)

The program focuses on math, reading and science and demonstrates a range of teaching techniques.

Gearhart, B. R. and Weishahn, M.W. The handicapped student in the regular classroom (2nd. ed.). Saint Louis, MO: C. V. Mosby, 1980.

Strategies and alternatives for educating the hearing and visually impaired are described, along with educational modifications for crippled and other health impaired children. Other disabilities covered include mental retardation, learning disabilities and speech impairments. An annotated bibliography is appended.

Gerler, E. R. Jr. Preventing the delusion of uniqueness: Multimodal education in mainstreamed classroom. Elementary School Journal, 1979, 80(1), 34-40.

The author argues that multimodal instruction which emphasizes the commonalities among children is needed to help handicapped children experience a feeling of belonging in the regular classroom. Programs are discussed and a sample lesson plan that has multimodal properties is provided.

Gittins, W. Individualized educational programming. B. C. Journal of Special Education, 1978, 2, 3-7.

The author discusses written IEPs suggesting that IEPs be provided to all children.

Glazzard, P. Putting out the welcome mat. Early Years, May 1977, pp. 41-3 ; 65.

The author offers guidelines on welcoming and adapting teaching methods for handicapped learners.

Glick, H., Schubert, M., and Bauer, D. Tips for the teacher working with handicapped students. Dayton, OH: Wayne State University, 1979.

This booklet provides suggestions for working with the mildly handicapped, communicatively disordered, hearing impaired, visually impaired, and learning disabled. A list of professional organizations is appended.

Goplerud, D. and Fleming, J. E. Mainstreaming with learning sequences: Step-by-step scripts for teaching basic skills and concepts to children with learning handicaps. Belmont, CA: Pitman Learning Inc., 1980.

The handbook discusses the use of learning sequences with mainstreamed mildly handicapped students. The initial chapter discusses basic strategies for developing, evaluating, modifying and writing learning sequences.

Guerin, G. R. Accelerated learning: A strategy for the instruction of pupils with learning disabilities in the regular classroom. Paper presented at the International Scientific Conference of IFLD, Montreal, Canada, August 9-13, 1976. (ERIC Document Reproduction Service No. ED 135 154)

This is a program designed to provide appropriate teaching materials and strategies for learning disabled students in the regular classroom. The program is said to be based in two major centers of activity: The local school where resource teachers design, prescribe, and order instructional program; and the consolidated materials center where the staff develops materials for classroom use.

Haglund, E. and Stevens, V. L. A resource guide for mainstreaming. Springfield, IL: Charles C. Thomas Publisher, 1980.

Several chapters outline practical adaptations of the teaching/learning process to accommodate the mainstreamed child. Topics including sequence of the teaching/learning process, sample IEPs, behavior modification techniques and ways to adapt teaching materials.

Hansen, P. A. & Hansen, S. B. Mainstreaming: International perspectives. Paper presented at the World Congress on Future of Special Education, Stirling Scotland, June 25-July 1, 1978. (ERIC Document Reproduction Service No. ED 157 275)

The author discusses four strategies used by different countries to effect mainstreaming. The models discussed are the resource Room Model (U.S.), the Educational Pairing Model (Denmark), Consultant Teacher Model (Norway), and Combined Services Model (Poland).

Haring, N. G. and Krug, D. A. Evaluation of a program of systematic instructional procedures for extremely poor retardation readers. American Journal of Mental Deficiency, 1975, 79, 627-31.

Results of this study revealed that 60% of the subjects taught by precision-teaching procedures were capable of acquiring the basic skills necessary for regular class placement.

Harris, N., Seizures don't hurt but myths about epilepsy do. Ohio Schools, February 24, 1978, pp. 22, 23; 27.

A description is given of several types of seizures; the teacher's role is discussed as how well the teacher should explain epilepsy to students.

Hays, J. Diagnostic class for children with learning disabilities. Pointer, Winter 1974, pp. 140-41.

Children 5 to 8 years old with educational and neurological problems received individualized instruction in a behavior modification oriented diagnostic class with emphasis on reentering the regular classroom.

Heinrich, R. (Ed.) Educating all handicapped children. Englewood Cliffs, NJ: Educational Technology Publications, 1979. (ERIC Document Reproduction Service No. ED 165 803)

The 15 papers in this collection are based on a conference held in Annapolis, Maryland focusing on the reality of mainstreaming and the need for an increased knowledge base about the issues and concerns related to instructional technology in the provision of P.L. 94-142. The papers make a case for believing that an appropriate education is one which uses the best of educational technology as part and parcel of its curriculum.

Heron, T. E. Punishment: A review of the literature with implications for the teacher of the mainstreamed child. Journal of Special Education, 1978, 12, 243-252.

This article reviews the definitions and connotations of punishment vis-a-vis their applications in educational settings. Specific reference to the use of punishment procedures with emotionally disturbed, educable mentally retarded and normal children will help to provide the teacher of a mainstreamed classroom with examples of how punishment procedures have been used to reduce a number of common problems found in the classroom.

Hoeltke, G. M. & Toker, M. L. *Recognize, respond and reinforce: Pilot models for mainstreaming secondary students who are mild to moderate behaviorally disordered (technical papers)*. Lincoln, NB: Selection Research, Inc. 1977. (ERIC Document Reproduction Service No. ED 175 170)

It is concluded that students with behavior problems can be helped through a resource room; that improvement in socialization should help the student be creating a better learning environment; and that improvement in relation to authority and negative acting out should have the same effect as above.

I'm a lot like you. Milwaukee, WI.: University of Wisconsin, 1977. Videotapes are included. (*Exceptional Child Education Resources*, 1980, *12*, 904.)

Fourteen separate modules are offered that examine regular elementary and secondary teachers' attitudes toward handicapped students and mainstreaming. Methods and strategies appropriate for use in teaching mainstreamed students are outlined.

Johnson, S. B. and Radius, M. *Teacher in-service*. Castro Valley, CA: Castro Valley Unified School District, 1974. (ERIC Document Reproduction Service No. ED 109 856)

Presented are guidelines for elementary school teachers of mainstreamed educable mentally handicapped and learning disabled students.

Joynt, R. R. and Blackwell, R. B. *Mainstreaming: What to expect.... What to do.* Johnstown, PA: Mafex Associates, Inc., 1980.

This text provides an overview of mainstreaming concepts and addresses specific techniques with learning disabled, emotionally disturbed, physically disabled and visually and aurally handicapped children. An appendix charts resource materials for special needs learners in six topic areas: reading, mathematics, language arts, social studies, science and other resources.

Kingsley, R. F., Szweda, G. A. and Klein, D. W. Practices and trends in outdoor education for exceptional children: A look at mainstreaming. *Education*, 1978, 98, 353-58.

Current practices and trends in outdoor education with exceptional children were explored in selected systems in Ohio. Information was obtained by type and degree of mainstreaming taking place. The results were then compared with a study that was conducted eight years prior to this study.

Kleinhammer, P. J. (Ed.). *Educating students in the least restrictive environments: Instructional preparation for teachers. Series II: Planning instructional management for exceptional children in regular classes*. Lawrence, KS: The University of Kansas, School of Education, 1978. (ERIC Document Reproduction Service No. ED 181 613)

This module addresses the continuous instructional planning which teachers must carry out to meet the needs of exceptional children in the regular classroom.

Kosko, K., Grainger, L., & Takacs, T. (Eds.). *Teaching children who learn differently.* Mommouth, OR: University of Oregon, College of Education, 1978. (ERIC Document Reproduction Service No. ED 165 388)

The manual presents information on diagnostic-prescriptive teaching with mainstreamed learning disabled students. The final five chapters discuss delivering services and strategies for teaching arithmetic, spelling and reading.

Lamb, A. C. Tutoring the handicapped. *National Elementary Principal,* 1976, *56*(1), 34-36.

Murdock Elementary School uses nonhandicapped pupils as tutors. Parents of special children feel their children are learning faster by having an example to follow.

Larrivee, B., *Behavior management strategies for classroom application: An inservice training manual for use with classroom teachers.* Philadelphia, PA: Research for Better Schools, 1978. (*Exceptional Child Education Resources,* 1980, *12*, No. 1775.)

The manual provides information to acquaint regular classroom teachers with general strategies and specific techniques appropriate for managing special needs students who pose behavior problems in the classroom.

Laurie, T. E., Buchwach, L. Silverman, R. and Zigmond, N. Teaching secondary learning disabled students in the mainstream . *Learning Disabilities Quarterly*, 1978, *1*(4), 62-72.

The authors indicates that there is a rational approach to meeting the needs of mainstreamed learning disabled secondary students.

Laycock, U. K. and Schwartzberg, I. M. *Mainstreaming through peer assisted learning*. In Schifani, J. W. *Perspectives and resources for mainstreaming exceptional persons,* Dubuque, IA: Kendall, Hunt, 1976. (ERIC Document Reproduction Service No. ED 143 150)

Reviewed is the practice of using children to teach other children. Described is Peer Assisted Learning that is designed to assist the regular class placement of mildly handicapped through peer involvement.

Litzenberger, J. P. *Increasing elementary students' assignment completion: A data based model for mainstreaming*. Clarkston School District, 1978. (ERIC Document Reproduction Service No. ED 165 390)

Subjects were monitored to find the percent of assignments they were completing in the regular classroom, and to determine the feasibility of using this data base to identify students who were not achieving and to determine the effectiveness of an intervention procedure combining self-instruction with extrinsic reinforcement.

Lott, L. A., Hudak, B. J. & Scheetz, J. A. *Strategies and techniques for mainstreaming: A resource room handbook*. Monroe County, MI: Monroe County Intermediate School District, 1975. (ERIC Document Reproduction Service No. ED 117 890)

The handbook contains strategies and techniques for mainstreaming the educable mentally retarded, emotionally impaired, and learning disabled into the regular classroom.

Lovitt, T. New ways to handle old problems. *Early Years*, April 1979, pp. 34-36. (*Exceptional Child Education Resources*, 1980, *11*, No. 4463)

The author discusses ways for teachers to deal with discipline problems created by mainstreamed behavior problems or nonmotivated students. Three rules are proposed for using discipline and reinforcement.

Lovitt, T. C. Managing inappropriate behaviors. *Teacher*, January 1978, pp. 81-82.

Some suggestions for ways to establish and maintain peaceful situations in the classroom are provided.

Lowenbraun, S., Affeleck, J. Q. *Teaching the mildly handicapped in the regular classroom (2nd ed.)*. Columbus, OH: Charles E. Merrill, 1980.

The text emphasizes practical aspects of mainstreaming mildly handicapped students. The concepts involved in the least restrictive environment are explored. Chapter 4 analyzes procedures for classroom management. The remaining chapters treat the components of the systematic instructional model.

Mainstreaming: Classroom management techniques. New York, NY: Guidance Associates, 1978.

This program is designed for use with adults and deals with the integration of students with handicaps into regular classrooms. It provides information and practical solutions for common management problems which can occur during the mainstreaming process.

Mainstreaming in IPS. Indianapolis, IN: Indianapolis Public Schools, 1975. (ERIC Document Reproduction Service No. ED 116 368)

The guide contains general information on mainstreaming the mildly handicapped child into the regular classroom and appropriate instructional materials and media.

Marsh, G. E. II. *Methods for teaching the mildly handicapped adolescent*. Saint Louis, MO: C. V. Mosby, 1980.

This book details practical approaches for implementing three models of educating mildly handicapped adolescents: remediation, accommodation and vocational training.

Massie, D. Update on education of the handicapped. *Today's Education*, September/October 1978, pp. 60-62.

Problems faced by teachers and schools in educating handicapped students are described and recommendations for improving the situations are offered.

McHenry, D. F. & Cansdale, R. W. *Curriculum ideas for the elementary educationally handicapped student: Mainstreaming of exceptional children*. Las Vegas, NV: Clark County School District, 1975. (ERIC Document Reproduction Service No. ED 111 121)

Presented is a curriculum guide for mainstreaming educationally handicapped elementary school children. Activities are provided for the following skill areas: listening skills, visual perception, general concept development, quantitative concept development and miscellaneous curriculum sequences.

Metsker, C. J. and King, E. *Hints and activities for mainstreaming.* Dansville, NY: Instructor Curriculum Materials, 1977. (*Exceptional Child Education Resources*, 1979, *10*, No. 4102.)

The book provides background information on the exceptionalities and are broken down into two categories: those having problems learning and those with physical limitations.

Michaelis, C. Welcome to the mainstream. *Early Years,* February 1980, pp. 54-55.

Suggestions for elementary teachers who have mainstreamed handicapped children in their classes are offered.

Multilevel teaching for normal and handicapped children. Lawrence, KS: University of Kansas Bureau of Child Research, 1977. (*Exceptional Child Education Resources*, 1980, 12, 922.) 29 min/sound/color/16mm

The film demonstrates how teachers can meet the special needs of handicapped individualized instruction.

Nagrodsky, J. R. The LD/ED child: The practitioner's point of view from a Title I program perspective. *Behavioral Disorders,* 1977, *2*, 152-56. (*Exceptional Child Education Resources*, 1978, *10*, No. 474.)

Stressed are the nature of the program and teaching strategies which include a behavior model, modification of reading materials, modification of criterion-referenced tests, the team approach and parental involvement.

Norwalk Board of Education, Handbook for learning centers: Norwalk, CT: Author, 1972. (ERIC Document Reproduction Service No. ED 098 779)

The handbook contains guidelines, forms and supplementary information to be used with all children identified as having a learning disability, mild retardation, or sensory deprivation.

Olson, M. R. Orienting the blind student. *Learning*, October, 1978, pp. 110-11.

Guidelines are provided for the teacher who has a blind student.

Paul, J. L. Turnbull, A. P. & Cruickshank, W. M. *Mainstreaming: a practical guide*. Syracuse, NY: Syracuse University Press, 1977. (ERIC Document Reproduction Service No. ED 157 606)

The volume addresses the issue of providing the most appropriate education for all students in the least restrictive environment. The first three chapters describes the basics of preparing for mainstreaming in public schools. Chapter six discusses implementation of mainstreaming.

Pollack, N., & Taylor, M. *Formulating intervention strategies to maintain the mildly handicapped student in the regular classroom*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA: April 11-17, 1977. (ERIC Document Reproduction Service No. ED 139 155)

Provided in three sections is a presentation on providing services to identify, assess, and develop intervention strategies for mildly handicapped students in the regular classroom. Two brief case studies are provided.

Powell, J. V. Mainstreaming eight types of exceptionalities. *Education*, 1978, *99*, 55-58.

This article includes a chart which provides suggestions regarding physical surroundings, instructional activities, materials, and teaching strategies for meeting the social/emotional needs of the following: educable mentally retarded, speech disabilities, cripple/health impaired, general learning disabilities, hearing, visual, and gifted.

Project FAST: Final report. Essexville-Hampton, MI: Essexville-Hampton Public Schools, 1975. (ERIC Document Reproduction Services No. ED 117 926)

The first part contains an introduction to the methods and purposes of the project. Described are three modules for delivering services: nine basic teaching skills, a model of a learning system, and a flow chart of a delivery system which incorporates achange process.

Project STRETCH: Behavior modification. Atlanta, GA: Metropolitan Cooperative Educational Service Agency, 1976. (Exceptional Child Education Resources, 1978, 10, No. 3118.)

This module examines aspects of behavior modification, including operant conditioning, positive reinforcement, the Primack Principle, and reinforcement schedules.

Project STRETCH: Grouping and special students. Atlanta, GA: Metropolitan Cooperative Educational Service Agency, 1976. (Exceptional Child Education Resources, 1978, 10, No. 3119.)

This module examines five kinds of traditional groups, mechanics of structuring a small group, and techniques for analyzing group behavior.

Project STRETCH: Individualized instruction. Atlanta, GA: Metropolitan Cooperative Educational Services Agency, 1976. (Exceptional Child Education Resources, 1978, 10, No. 3116.)

This module stresses the importance of establishing goals, analyzing learning tasks, and systematically selecting instructional objectives.

Project STRETCH: Learning Styles. Atlanta, GA: Metropolitan Cooperative Educational Service Agency, 1976. (Exceptional Child Education Resources, 1978, 10, No. 3117.)

Learning styles, stimuli affecting ability to learn, behavioral indicators of various styles and learning strategies for each modality are examined in this module.

Project Team: Teacher Encouragement to Activate Mainstreaming. Fullerton, CA: Fullerton Union High School District, 1977. (ERIC Document Reproduction Service No ED 149 495)

This is a handbook for teachers. Sections of the handbook include an introduction, a brief consideration of classroom management, a flowchart for the selection of course objectives, guidelines for personalizing instruction, hints for problem solving, a glossary etc.

Raison, S. B. Curriculum modification for special needs at the secondary level. Education Unlimited, September 1979, pp. 19-21.

Overall issues examined include weekly lesson assignment sheets, aids to learning levels of abstraction, and grading. The modification of existing curriculum is treated in terms of class structure and content. Changing the existing curriculum in terms of class structure, curriculum content, task hierarchies, and socialization is discussed.

R and D speaks: Special education. Conference Proceedings, September 20-21, 1979. Austin, TX. Educational Development Laboratory, 1979. (ERIC Document Reproduction Service No. ED 189 794)

Five papers are presented. They discuss the following: (1) the importance of a prepared environment for mainstreaming and four areas of consideration--orientation, adaptation, boundaries and design of specific activities; (2) communicating with parents; (3) developing, implementing and transferring IEPs to the classroom; (4) the nature of communication between child and adult; and (5) prevention and intervention techniques for handling behavior problem children.

Remediation possibilities in the regular classroom: Teaching strategies explored. Jamica, NY: Eye Gate Media, 1979. (Exceptional Child Education Resources, 1980, 12, No. 916.)

The filmstrips are designed to assist teachers in the identification and remediation of learning disabilities related to math, reading, oral language and written language skills.

Reynolds, M. C. (Ed.). Social environment of the schools. What research and experience say to the teacher of exceptional children. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children, 1980. (ERIC Document Reproduction Service No. ED 188 357)

Five authors explore the social environment of the school as it relates to mainstreaming handicapped students. The final chapter by Frank Wood deals with the observation of students in complex school environments.

Rincover, A. and Tripp, J. K. Management and education of autistic children. School Psychology Digest, 1979, 8, 397-411.

Mainstreaming autistic children requires dealing with certain types of behavior: disruptive behavior, learning problems, and difficulties functioning in group-oriented activities. Recent advances in behavioral treatment procedures have alleviated some of these problems.

Ryor, J. Intergrating the handicapped. Today's Education, September/October 1977, pp. 24-25.

The author discusses ramifications and means of implementing new federal legislation requiring equal educational opportunities for the handicapped.

Salend, S. J. Active academic games: The aim of the game is mainstreaming. *Teaching Exceptional Children*, 1979, *12*, 3-6.

The use of academic games as a tool for the mainstreaming of handicapped children is presented. Games should stress cooperation. Four phases of game development are delineated and stressed: foundation, formulation, experimentation and evaluation.

Johnson, R., Rynders, J., Johnson, D. W., Schmidt, B. and Haider, S., Interaction between handicapped and nonhandicapped teenagers as a function of situational goal structuring: Implications for mainstreaming. *American Educational Research Journal*, 1979, *16*, 161-67.

The results indicated that considerably more positive interactions took place between the nonhandicapped and the handicapped students in the cooperative conditions than in the individualitic or laissez faire conditions.

Stearns, S. E., Understanding the psychological adjustment of physically handicapped children in the classroom. *Children Today*. January/February 1981, pp. 12-15.

This article presents information to help teachers evaluate how well the physically handicapped child and his or her family have adjusted to the child's disability together with guidelines for handling the practical issues that arise in the classroom.

Stowitschek, J. J., Gable, R. A. and Hendrickson, J. M., *Instructional materials for exceptional children: Selection, management and adaptation.* Gaithersburg, MD: Aspen Systems Corporation, 1980.

This book illustrates the integral relationship between assessment, instruction and materials and suggests management systems to help coordinate all three elements. Ideas for an organized system are presented as well as implementation guidelines, checklists and forms that make them work.

Strain, P. S. Peer - mediated social initiations: A procedure for promoting social behavior with mainstreamed children. *Journal of Special Education Technology*, 1978, *2*(1), 33-38.

The article foruses on approaches for managing and dealing with social behavior of mainstreamed handicapped children, with particular emphasis on peer influence as mediated by social reciprocity. It was found that social rejection of handicapped children in integrated settings may be ameliorated by social imitation tacts.

Swartz, S. L. Mainstreaming news: The IEP question. *Curriculum Review,* 1979, *18*, 177-78.

Listed are ten steps that must be followed in developing an IEP. The advantages and disadvantages are discussed.

Tallent, N. *Report writing in special education:* Englewood Cliffs, NJ: Prentice-Hall, 1980.

Using illustrations and actual forms, a comprehensive guide to writing diagnostic reports is presented.

Taylor, G. R. and Jackson, S. E. *Educational strategies and services for exceptional children.* Springfield, IL: Charles C. Thomas, 1976.

This text examines educational methods appropriate for exceptional children within a developmental rather than a traditional categorical framework. The role of mainstreaming is stressed.

Terry, K. Active help for the hyperactive child. *Teacher*, May/June 1979, 55.

A school psychologist suggests 10 practical classroom management and instructional techniques that the regular teacher can use to help the hyperactive child.

The special child in the regular classroom: Teaching techniques. Jamaica, NY: Eyegate Media, 1979. (*Exceptional Child Education Resources,* 1980, *12*, 915.) 4 filmstrips/2 cassettes.

The film offers basic knowledge visual handicaps, mental handicaps, physical handicaps and hearing handicaps and related teaching strategies which can be incorporated into the regular classroom program.

Valletutti, P. J., and Salpino, A. D., *Individualizing educational objectives and programs: A Modular Approach*. Baltimore, MD: University Park Press, 1979.

This book provides practical step-by-step procedures to help the classroom teacher identify appropriate instructional materials according to unique students needs, to retrieve the desired materials, and evaluate their ultimate effectiveness in helping children learn.

Warrick, D. & Isaacson, S. *Mainstreaming: The educational resource centers model*. Medford, OR: Jackson County Intermediate Education District, 1977. (ERIC Document Reproduction Service No. ED 145 501)

This program guide is designed for elementary students who need special services to learn most efficiently. The program measures the current behavior and develops an instructional sequence to meet prescribed objectives.

Watson, M. Mainstreaming: The educable mentally retarded. Washington, DC: National Education Association, 1975. (ERIC Document Reproduction Service No. ED 111 117)

The book discusses characteristics of retardation and suggests teaching strategies for retarded children in the regular classes.

Weinberg, R. A. and Wood, F. H. (Eds.). Observation of pupils and teachers in mainstream and special education settings: Alternative strategies. Reston, VA: Council for Exceptional Children, 1975.

The papers focus on four systematized methods of classroom observation. Stressed is the importance of formal, systematic observation as a tool for viewing and recording pupil behaviors and insuring that the individual child's needs are met in both the mainstream and special education settings.

Whitmore, L. A., Chow, S. H. L., & Gall, M. D. Tutoring in mathematics: A strategy for mainstreaming. San Francisco, CA: Far West Laboratory for Educational Research and Development, 1971. (ERIC Document Reproduction Service No. ED 176 968)

This book is designed for use as a short self-contained program to help teachers add effective tutoring to their overall teaching program.

Willoughby, D., (Ed.) Lansing, S., Barber, M., and Maurer, P. Your school includes a blind student. Chatsworth, CA: National Federation of the Blind, Teacher's Division, (ERIC Document Reproduction Service No. ED 143 160)

The guide offers suggestions for aiding the integrating of blind students into the regular educational system. The bulk of the document provides suggestions on 33 specific topics.

Woodward, D. M., Mainstreaming the learning disabled adolescent: A Manual of strategies and materials. Gaithersburg, MD: Aspen Systems Corporations, 1981.

The book treats classroom climate, strategies, programming and material. A unique feature is this book covers teaching students how to learn.

SUCCESS STORIES

Alson, M. L. Into the mainstream. Instructor, September 1977, pp. 222-224.

This author describes some of the care that teachers have to show to blind students in order to ensure that they operate as effective members of their classroom.

Birch, J. W. Mainstreaming that works in elementary and secondary schools. Journals of Teacher Education, 1978, 29 (6), 18-21.

Prototypes of successful mainstreaming programs are described and suggestions are made for school systems beginning this program.

Bloom, J. M. Enterline, J. S., Blazey, C., Halberg, F. D. & Sena, A.. Some responses to our coverage of mainstreaming. Teacher, December 1977, pp. 16-22.

Included in this article are experiences teachers have had with mainstreaming.

Clark, J. G. and Pieper, E. J. The hearing impaired child. Instructor, March 1978, pp. 152-54.

An audiologist suggests 10 steps a teacher can take to improve a mainstreamed, aurally handicapped child's chances for school success. A special education teacher describes 10 activities to help normal hearing students accept and cope with a peer whose hearing is impaired.

Coleman, P. G., Eggleston, K. K., Collins, J. F., Holloway, B. D. and Reider, S. K., A severely hearing impaired child in the mainstream. Teaching Exceptional Children, 1975, 8, 6-9.

A severely hearing impaired nine-year-old girl has been successfully mainstreamed in a regular classroom featuring a data-based model of instruction in a large open space environment.

Dunlop, K. H. Mainstreaming: Valuing diversity in children. Young Children, 1977, 32(4), 26-32.

The author comments on the growth of mainstreaming, research on placement of special children and characteristics of a successfully mainstreamed classroom.

East, L. A., Mainstreaming success story. Today's Education, November/December, 1976, pp. 71

Mainstreaming produced remarkable improvement in this situation because of an involved parent, an interested teacher, aid from fellow students and initiative of the pupil.

Ezold, E. E. and Boss, M. S. You want me to do what? Reflections on our integration program. Volta Review , 1978, 80, 155-59.

Two teachers describe a combined project in which six hearing impaired students successfully participated in regular class social studies.

Fox, J. Personal perspectives on educating handicapped children. Journal of Teacher Education, 1978, 29(6), 15-17.

A physically handicapped teacher discusses her own school experiences, emphasizes the importance of allowing handicapped children to be independent, and warns against sterotyping by the teacher.

Frostig, M. Meeting individual needs of all children in the classroom setting. Journal of Learning Disabilities, 1980, 13, 158-61.

The author reviews problems in mainstreaming exceptional children and discusses conditions necessary for success. Individualized instruction and special instructional materials are stressed.

Garnett, J. Special children in a comprehensive program. Special Education Forward Trends, March 1976, pp. 8-11.

An administrator describes her experiences in gradually integrating educationally subnormal children into a regular British school over a six-year period.

Gister, C. A. Art for children with very special needs, School Arts, April 1981, pp. 24-25.

An art teacher discusses how art is taught to the mentally handicapped with accompanying physical disabilities. A success story is presented.

Glazzard, P. Mainstreaming is more than a definition: What makes Jenny's program run? It's a team of ten dedicated professionals. Early Years, April 1980, pp. 28-30.

The article describes the role of each of 10 school staff who take part in the education of a mainstreamed first grade girl with spina bifida.

Glick, H. M. and Schubert, M. Mainstreaming: An unmandated challenge. Educational Leadership, 1981, 38, 326-329.

Four crucial areas in the success of mainstreaming are good communication, administrative support, adequate time and inservice.

Graham, N. Making it in the mainstream. Pointer, Fall 1978, 10-14.

With the aid of an innovative electronic device, the Tufts Interactive Communicator (TIC), a severely handicapped cerebral palsied 16-year-old boy has been able to enter a regular sixth-grade classroom.

Halliwell, M. and Spain, B. Integrating pupils with spina bifida. Special Education: Forward Trends, December 1977, pp. 15-18. (Exceptional Child Education Resources, 1979, 10, No. 3345.)

This follow-up study of children who were born with spina bifida and attended ordinary day schools in London revealed that there were no major problems with the children's placement according to the parents and teachers of the children.

Halliwell, M. D. and Spain, B. Spina bifida children in ordinary schools. Child: Care, Health and Development, 1977, 3, 389-95. (Exceptional Child Education Resources, 1979, 10, No. 3939.)

Findings indicated that the children's handicaps were relatively mild overall, and that placements were generally successful, though not always trouble free.

Hendrickson, B. Teachers make mainstreaming work. Learning, October 1978, pp. 104-10.

Three cases of successfully mainstreamed children with physical handicaps and mild retardation are described.

Himes, J. W. Selected educators' perceptions concerning the successful integration of handicapped children into the regular classroom. Los Angeles, CA: University of Southern California, Micrographics Department, 1976. (Exceptional Child Education Resources, 1978, 10, No. 1100.)

Results of the examination of the attitudes of over 150 regular elementary grade teachers, special education teachers and principals indicated no significant differences in the way Ss ranked variables related to successful mainstreaming. The first three variables selected in priority order were: (1) teacher aides, (2) lower class size and (3) prescriptive programs.

Hoggan, I. M. David mainstreams himself. Teacher, December 1978, pp. 49-50.

This amputee integrated himself gradually into the author's primary class through the determination to do a science project. Together, David, his father and his teacher solved the logistical problems and built the apparatus David needed for full-time regular class work.

Heward, W. L., Visual response system: A mediated resource room for children with learning problems. Journal of Special Education Technology, 1978, 2(1), 40-46. (Exceptional Child Education Resources, 1980, 12, No. 837.)

Five reasons are proposed why efforts to mainstream learning disabled students into the regular classroom are often unsuccessful.

Integrating handicapped children in the regular classroom. Bloomington, IN: Indiana University--Audio Visual Center, 1978, (Exceptional Child Education Resources, 1980, 11 No. 5342.)

This presentation offers an interview with a primary teacher to examine the adjustments that were undertaken to mainstream two handicapped students into her first-grade class. Emphasis is placed on instructional and behavioral management techniques for teachers who have not been specifically trained to work with handicapped students.

Kaeck, D. J. The modification of emotionally disturbed behavior through teacher and peer training (Doctoral dissertation, Utah State University, 1978). Exceptional Child Education Resources, 1980, 12, No. 2279 (University Microfilms No. 79 17963).

Substaintial reductions in inappropriate behaviors of mainstreamed behaviorally disturbed fifth graders were obtained while significant academic gains in reading and math were fostered.

Lewis, E. G. and Fraser, K. M. Avoiding classroom tokenism. Exceptional Parent, August 1979, pp. E7-E9.

This article describes a successful program for mainstreaming the handicapped preschool child into a regular classroom.

MacGugan, K. First Steps in mainstreaming. *Media and Methods*, April 1979, pp. 46-48.

This article contains a handicapped teacher's personal reflection on the Equal Accessibility law and presents her solutions to some problems created by the law.

Miller-Jacobs, S. *Mainstreaming special needs children into open settings*. Fitchburg, MA: Fitchburg State College, 1975. (ERIC Document Reproduction Service No. ED 117 898)

Compared are principles of open education and special education . Described are six programs in which handicapped children are being successfully mainstreamed.

Morrow, L. That extra mile. *Early Years*, February 1980, pp. 56-57.

A regular kindergarten teacher describes her pleasure in working with a mainstreamed deaf boy.

Nelson, D. H. Mainstreaming a child with spina bifida. *Instructor*, March 1979, pp. 134-36.

Presented is the success story of a mainstreamed child. A teacher reflects upon her initial reactions to the presence of a child with spina bifida in her class.

Perlman, M., & Dubrovin, V. Kevin's a typical child..and blind. *Instructor*, February 1979, 175-177.

THIS RESOURCE PRESENTED SOME FALSE INFORMATION WHICH WAS RETRACTED IN A SUBSEQUENT ARTICLE.

The authors describe the experiences of a blind sixth grade boy who has been in regular classes since kindergarten.

Spencer, M., Wheelchairs in a primary school. *Special Education: Forward Trends*, March 1980, pp. 18-20. (*Exceptional Child Education Resources*, *12*, No. 4696.)

The article describes the integration of physically handicapped children into an English primary school. The attitudes of staff members and nonhandicapped students toward handicapped children have made the integration program a success.

St. John, W. D. Childs, C. Kelly, S. B. Paul, Justin: Two case studies. *Instructor*, February 1976, pp. 114-17.

The treatment met the child's particular needs because of sensitive, resourceful and caring teachers.

The ones who need you most, *Instructor*, September 1980, pp. 116-118; 120.

Presented are six vignettes about six special children and how they were helped by their teachers. The pupils' problems included physical handicaps, learning disabilities and interpersonal/ emotional difficulties.

Where difference is respected. Medford, MA: LINC Outreach, Tufts University, 1978. (*Exceptional Child Education Resources*, 1980, *12*, No. 2202.)

This slide/tape presentation demonstrates the application of mainstreamed handicapped children's curricula based on a developmental theory of growth and learning, and shows how children with special educational needs can be successfully integrated into classrooms whose structures are consistent with the developmental model.

Woodburn, V. and Schuster, M. Mike was our first deaf student. *Today's Education*, April/May 1978, pp. 76-78.

The experience of integrating an acoustically handicapped student into a junior high school program is described.

Woodworth, D. Jr. Rick's a part of the team. *Instructor*, October 1977, pp. 202-203.

Through the assistance of a full time adult helper and several student helpers, a severely physically disabled 14-year-old was successfully integrated into a regular middle school.

Zufall, D. L. The exceptional person: Approaches to integration. *Journal of School Health*, *46*, 142-44.

Adaptations necessary for the successful integration of handicapped students of all ages are described.

TEACHERS' GROUPS/UNIONS

Brooks, A. Mainstreaming in perspective. Teacher, April 1979, pp. 58-59.

Teachers' associations are discovering a grassroots reaction of concern, frustration and resentment surfacing among regular classroom teachers over the way administrators are implementing P.L. 94-142. Help is on the way through inservice training and new weighted class size formulae.

Education for all handicapped children: Consensus, conflict, and challenge. Washington, DC: National Education Association, 1978. (ERIC Document Reproduction Service No. ED 157 214)

Presented are the results of a study by NEA of the experience of 43 schools in 3 selected school districts (Des Moines, IA; North Santa Barbara County, CA; and Savannah, GA) in implementing P.L. 94-142.

Holmes, C. A letter to a teacher educator: Teacher organizations and P.L. 94-142. Education Unlimited, April 1980, pp. 36-37.

The author discusses the policies of two teacher organizations regarding the implications of P.L. 94-142. Cautious acceptance of mainstreaming is noted and guidelines are seen to reflect instructional and administrative concerns.

Sosnowsky, W. P., Simpkins, E., LaPlante, F. M. Teachers' unions on mainstreaming. Detroit, MI: Wayne State University, 1976. (ERIC Document Reproduction Service No. ED 126 651)

Examined are three distinct forces which have converged on the issue of educating handicapped learners, who with proper support resources, can be maintained in regular graded classrooms.

Stewart, D. L. The effect of collective negotiations on mainstreaming Michigan's special education students into regular education (Doctoral dissertation, Michigan State University, 1978). Exceptional Child Education Resources, 1980 11, No. 5371. (University Microfilms No. 7900751)

Findings of the study surveying 142 local and 19 intermediate school districts revealed that of the 142 local districts studied, 127 reported programs for handicapped; that of these 127 local districts and 19 intermediate districts, two small districts and one intermediate district reported no mainstreaming; and that there was much concern on the part of the teachers about mainstreaming.

VOCATIONAL EDUCATION

Abbas, E. K. Building a special bridge: Improving Consumer education through communication. *Illinois Teacher of Home Economics*, 1976, *19*, 294-97.

A format developed at the University of Illinois to facilitate joint planning (vocational and special educators) of lessons that will be successful with special needs students in regular vocational education classrooms is discussed.

Albright, L. *Administering programs for handicapped students*. Washington, DC: American Vocational Association, 1979. (ERIC Document Reproduction Service No. ED 179 770)

The booklet gives the vocational administrator some basic guidelines and strategies for managing vocational programs for handicapped students and clarifies key concepts. The five sections address major duties of an administrator: identifying students with handicaps, the IEP, student placement, monitoring and evaluating special services, and managing human resources.

Batsche, C. *Barriers to vocational education for the handicapped*. Paper presented at the Annual International Convention, The Council for Exceptional Children, Dallas Texas, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 089)

A major goal of the program was the collection, coordination, production and dissemination of information throughout a statewide inservice approach. Failure to carry out the requirements of the IEP, lack of inservice education programs and communication difficulties between vocational and special educators were barriers identified. An Inservice Steering Committee was used to break down barriers.

Batsche, C. J. *Mainstreaming the handicapped in vocational education.* Normal, IL: Illinois State University, 1978. Paper presented at the Annual International Convention, The Council for Exceptional Children, Kansas City, MO, May 2-5, 1978. (ERIC Document Reproduction Service No. ED 153 421)

Legislation supporting the mainstreaming of exceptional children is reviewed. The Illinois Network of Exemplary Occupational Education Program for the Handicapped and Disadvantaged is included.

Bayne, G. K. & Caton, H. *Developing teacher competencies in working with handicapped students*. Louisville, KY: University of Louisville, Department of Occupational and Career Education, 1979. (ERIC Document Reproduction Service No. ED 177 331)

A project was conducted to identify teacher competencies needed for mainstreaming handicapped students into regular vocational programs and to identify, modify and/or develop strategies for developing vocational teacher competencies needed for mainstreaming. Special and vocational teachers were surveyed using the instrument based on the 62 competencies. Survey findings indicated a high level of agreement between vocational teachers and special education teachers regarding the importance of competencies.

Beckman, C. Mainstreaming: Hearing-impaired students. *Journal of Home Economics*, 1978, *70*(2), 34-38.

Ideas and methods for providing a learning environment for students with hearing loss are discussed. A list of resources for teaching materials and a list of reference materials are provided.

Bhaerman, R. D. *Career and vocational development of handicapped learners: An annotated bibliography*. Columbus, OH: National Center for Research in Vocational Education, 1978

This document lists 150 selected citations on trends, program, curriculum guides, mainstreaming, personnel development, equipment, guidance and counseling, employment opportunities, measurement and evaluation.

Blanc, D. V. *Teaching manual: Paraprofessionals*. *Vocational strategies for special needs students*. Boston, MA: Boston State College. (ERIC Document Reproduction Service No. ED 135 983)

The inservice training program outlined is aimed at developing the relationship building skills of the instructional aide at the shop training station in the resource room and in the counseling station.

Boland, S. K. A trio in Plano. *Education Unlimited*, September 1979, pp. 42-43.

This article highlights selected experiences of a commercial food preparation teacher, an auto body teacher and a special education aide, who all work together to provide a comprehensive vocational program for mainstreamed handicapped high school students at Plano, Texas.

Brant, L. *I like you when I know you: Attitudinal barriers to responsive vocational education for handicapped students. "It isn't easy being special*." Columbus, OH: Ohio State University, National Center for Research in Vocational Education, 1979. (ERIC Document Reproduction Service No. ED 181 319)

This publication identifies common attitudes toward handicapped persons and provides suggestions for improving attitudes. The final section expounds upon the attitudes of educators, peers, parents and the community.

Brolin, D. Magnuson, C., Schneider, C., & West, L. Mainstreaming handicapped students in vocational education: A resource guide for vocational educators. Jefferson City, MO: Missouri State Department of Elementary and Secondary Education, 1978. (ERIC Document Reproduction Service No. ED 170 452)

Eight sections of information concerning vocational education for handicapped students are provided in this guide for administrators of vocational education programs. A list of national organizations is included.

Brolin, D. E. Inservice training regular educators for special needs students: The Price Model. Career Education Quarterly, 1977, 2(1), 6-17.

This article describes Project PRICE's (Programming Retarded in Career Education) inservice training program for school districts. It is designed to train various types of school personnel, parents, community agency workers and employers to provide mildly retarded students more relevant instruction.

Brolin, D. E. and Kolstoe, O. P. The career and vocational development of handicapped learners. Columbus, OH: National Center for Research in Vocational Education, 1978.

The authors examine specific career education needs, various curriculuar approaches, teaching and counseling methods and career exploration and preparation.

Buffer, J. J., Jr. A review and synthesis of research of industrial arts for student with special needs. Columbus, OH: National Center for Research in Vocational Education, 1973.

The author identifies ongoing industrial arts programs for gifted children, slow learners, mentally and physically handicapped, disadvantaged and culturally deprived and dropouts.

Carlson, R. E. Legislation and special needs teacher education: The Vocational Amendments of 1976. Journal of Industrial Teacher Education, 1977, 14(4), 19-22.

An overview is presented of those parts of Title II of the Education Amendments of 1976 that relate specifically to serving and preparing special needs learners, focusing on the integration of handicapped and disadvantaged students into regular vocational education.

Cegelka, P. T. Exemplary projects and programs for the career development of retarded individuals. Education and Training of the Mentally Retarded, 1977, 12, 161-3.

The author examines two programs that integrate the handicapped with other learners and six in which the handicapped are segregated.

Cook, P. F. Research and development recommendations for opening new jobs for severely handicapped and mainstreaming handicapped students into vocational training programs. Paper presented at the Annual International Convention, Council for Exceptional Children, Atlanta, GA, April 11-15, 1977. (ERIC Document Reproduction Service No. ED 139 178)

Summarized are some research and development recommendations for opening new jobs for severely handicapped persons and improving the broader aspect of personal satisfaction and life quality related to both severely handicapped and less handicapped individuals.

Crawford, G. B., Dvorak, C. C., Mastre, L. L. & Ulvin, J. L. Clothing construction: An instructional package with adaptations for visually impaired individuals. Grand Forks, N. D.: North Dakota University, Department of Home Economics and Nutrition, 1976. (ERIC Document Reproduction Service No. ED 159 393)

This guide provides clothing instruction lesson plans for the junior high level. Initially, teacher guidelines are delineated. Clothing instruction unit objectives and generalizations are given, followed by nine lesson plans. A list of resources is included.

Crawford, G. B., Dvorak, C. C., Mastre, L. L., & Ullvin, J. L. Food preparation: An instructional package with adaptations for visually impaired individuals. Grand Forks, ND: University of North Dakota, 1976. (ERIC Document Reproduction Service No. ED 156 924)

This package provides food preparation lesson plans appropriate for the junior high level. Topics are kitchen appliances and equipment, kitchen work areas, cleanliness, measuring, practicing cooking skills and outdoor cooking.

Dahl, P. R. A practical guide to mainstreaming. School Shop, April 1978, pp. 66-69.

Six major concerns of vocational educators are identified. Four key principles are given to help the educator meet these concerns.

Dahl, P. R. Mainstreaming workshops for vocational administrators. Palo Alto, CA: American Institutes for Research in Behavioral Sciences, 1979. (ERIC Document Reproduction Service No. ED 189 753)

Topics covered included were: legal requirements for serving the handicapped; technical assistance available to vocational educators, preparing effective individual education programs; planning programs for handicapped students; and getting students ready to function.

Dahl, P. R. The nature of barriers and strategies for overcoming them. Palo Alto, CA: American Institute for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Service No. ED 139 179)

Discussed are some attitudinal, communication, environmental, and skills barriers faced by handicapped people seeking to gain vocational skills. Two projects are discussed.

Dahl, P. R., & Lipe, D. Overcoming barriers to mainstreaming: A problem-solving approach. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1978. (ERIC Document Reproduction Service No. ED 164 914)

The objective of this project was to develop a guidebook to help vocational educators gain skills in working with students in regular classrooms.

Dahl, P. R., Appleby, J. A. & Lipe, D. Mainstreaming guidebook for vocational educators: Teaching the handicapped. Salt Lake City, UT: Olympus Publishing Company, 1978.

This guidebook provides information on mainstreaming handicapped children. Chapter four provides models for assessment. Chapter five treats curriculum modification and teaching methods. Chapter six lists problems that may arise.

D'Alonzo, B. J. & Barrett, J. C. Special Education's dilemma--Integration of the handicapped into vocational programs. Illinois Career Education Journal, 1977, 34(3), 45-47.

This article discusses trends and issues in developing innovative delivery systems designed to serve special education students in regular and vocational programs; the impact of recent legislation on vocational education; and developing an integrated academic-vocational program.

Davis, R. E. Marketing and distribution: Mainstreaming special needs students in DE classes. Business Education Forum, February 1979, pp. 28;31-32.

The author discusses the legal obligations of distributive education teachers under P.L. 94-142 and Vocational Amendments of 1976, characteristics of special needs students, implications for instructional modifications and the need for teachers to develop a positive attitude toward those students.

Denniston, D., Lust, N., Hutchison, L. "It isn't easy being special"--Let's help special needs learners: A resource guide for vocational education teachers. Columbus, OH: National Center Research in Vocational Education, 1980.

The document provides strategies and examples to assist teachers in assessing students, planning programs, modifying instruction, adapting equipment, obtaining support services and evaluating programs.

Dietrich, D. J. *Mainstreaming special needs students in vocational education*. Oil City, PA: Venango County Area Vocational-Technical School, 1978. (ERIC Document Reproduction Service No. ED 159 361)

This study was designed to determine the ability of educable mentally retarded students to adjust to the demands of regular vocational education programs. A study was conducted to assess the work adjustment of 85 EMR students who were mainstreamed in a three-year vocational-technical program. The EMR pupils feel within the range of average classroom performance.

Dietrich, D. J. Work adjustment ratings of educable mentally retarded and non-retarded students enrolled in a mainstreamed area vocational-technical school program (Doctoral dissertation, University of Pittsburgh, 1978). *Exceptional Child Education Resources*, 1979, *11*, No. 3096. (University Microfilms No. 78 16785)

Among findings of the study of the work adjustment of 53 EMR mainstreamed and a control group of 53 nonretarded students matched on vocational content areas and years in program revealed that nonretarded students were rated significantly higher on the areas of independence from supervision, understanding oral instructions, memory for directions, quality of work, quantity of work and personal appearance and no significant differences existed between the two groups in the areas of co-worker relations, disruptiveness, tolerance for criticism, cooperation with instructor, motivation for work, concentration ability, attendance and safety awareness and habits.

Dillman, C. M. & Maloney, P. *Mainstreaming the handicapped in vocational education*. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Service No. ED 142 766)

This module is intended for inservice training of vocational educators working at the secondary level and focuses on developing a general understanding of the goals, components, and approaches used in regular vocational education program involving the legally blind and partially seeing.

Dillman, C. M. & Maloney, P. *Mainstreaming the handicapped in vocational education. Serving the visually handicapped*. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Services No. ED 142 766)

The module focuses on developing a general understanding of goals, components and approaches used in regular vocational education programs involving the legally blind and partially sighted.

Evenson, J. & Spotts, R. *Implementing experience-based career education for handicapped students: A mainstreaming approach*. San Francisco, CA: Far West Laboratory for Educational Research and Development, 1979. (ERIC Document Reproduction Service No. ED 184 295)

This document considers the problems that staff might encounter in incorporating handicapped students in EBCE and presents alternative strategies for solving these problems. Also provided is a basis for implementing EBCE programs that would serve the handicapped and non-handicapped students together.

Feichtner, S. H. & O'Brien, T. W. A position paper on mainstreaming special needs students into regular vocational classrooms. Recommendation to the State Advisory Council for the Bureau of Vocational Education. Pittsburgh, PA: University of Pittsburgh, 1976. (ERIC Document Reproduction Service No. ED 146 426)

Discussed are problems encountered in vocational education mainstreaming. Recommended improvements are made in this paper.

Foley, T. T. II & Clark, D. L. Access strategies for the handicapped in vocational education. College Station, TX: Texas A and M Research Foundation, 1979. (ERIC Document Reproduction Service No. ED 179 817)

A study was conducted to improve accessibility of the handicapped to appropriate vocational education experiences. Two handbooks for vocational education administrators were designed. These handbooks covered the federal law affecting vocational education for the handicapped at the secondary level, the implementation of mainstreaming and the administration of vocational adjustment classes. Studies to identify competencies were done.

Garfield, L. Change that counts-By teachers, for teachers. Voc.-Ed., 1978, 53(7), 22-25.

The Pittsburgh Public School System changed its mainstreaming vocational program for educable retarded students from child care to caregiving. The child care curriculum was modified to include care of the aged and retarded.

Gill, D. Related vocational instruction for the handicapped. Georgia Southern College, Vocational Programs for Handicapped, 1978. (ERIC Document Reproduction Service No. ED 162 482)

This paper describes a workshop for secondary special and vocational teachers and supervisors designed to enhance mainstreaming of handicapped students into vocational education programs.

Gill, D. H. & Sankovsky, R. Crosstraining vocational and special educators: Report of a workshop. Statesboro, GA: Georgia Southern College, 1978. (ERIC Document Reproduction Service No. ED 168 271)

Evaluation data are said to indicate positive influences on the attitude of participating vocational teachers toward handicapped students and mainstreaming and increased positive attitudes between special and vocational educators.

Griffith, J. R. Mainstreaming EMR students. *Illinois Teacher of Home Economics*, 1977, *21*(2), 72-74.

A home economics teacher describes the basic characteristics of students and suggests ways of responding to their needs within the regular classroom.

Gugerty, J. Discovering what works best in educating handicapped students. *American Vocational Journal*, 1978, *53*(4), 34-6; 41.

Discussed is the need for research on integrating handicapped students into regular vocational programs at the post-secondary level. Suggestions are offered for educational researchers on selecting and developing specific research issues and programs.

Gruenhagen, K. A. *Career education for the exceptional student. South Carolina career education resource manual*. Columbia, SC: South Carolina State Department of Education, 1979. (ERIC Document Reproduction Service No. ED 183 805)

This guidebook provides suggestions for implementing career education ideas into existing curricula and adapting career education offerings of regular education teachers for their mainstreamed handicapped youngsters.

Hartley, N. Channeling students into the mainstream. *Voc.-Ed*., 1978, *53*(7), 39-42.

Strategies for teacher educators in developing vocational/special needs preservice programs are listed.

Hoellein, R. H., Jr. *Vocational administrator's guidebook: Mainstreaming special needs students in vocational education*. Pennsylvania, IN: Indiana University of Pennsylvania, 1979. (ERIC Document Reproduction Service No. ED 185 375)

This guidebook presents a systems approach to planning, implementing, and evaluating mainstream programs for special needs learners in vocational education. Flowcharts and checklists are included which can be used as administrative check-off sheets for critical steps in the various processes.

Hughes, J. H. *Mainstreaming the handicapped in preparatory occupational education programs in North Carolina*. Chapel Hill, NC: System Sciences, Inc., 1978. (ERIC Document Reproduction Service No. ED 164 985)

This study identified needs and barriers related to the mainstreaming approach and assessed attitudes of secondary school principals and occupational education toward mainstreaming and their perceptions of needs and barriers. It was found that principals and teachers were neither highly accepting nor highly rejecting of the mainstreaming approach. Priority needs and major barriers were identified and their implications for program planning discussed.

Hughes, J. H. & Rice, E. *Needs assessment procedure: Mainstreaming handicapped, A manual for vocational education administrators*. Chapel Hill, N. C.: System Sciences, Inc., 1978. (ERIC Document Reproduction Service No. ED 160 892)

This document is designed to assist local vocational education administrators in needs assessment and planning procedures for mainstreaming handicapped students. The manual presents a five-step process.

Hull, M. E. *Vocational education for the handicapped: A review*. Columbus, OH: Ohio State University, ERIC Clearinghouse on Career Education, 1977. (ERIC Document Reproduction Service No. ED 149 188)

Presented is a review and synthesis of programming and techniques useful in providing vocational education to handicapped secondary and post-secondary school students.

Jensen, R. N. & Schaefer, C. J. Making inservice for special needs work for Voc.-Ed. teachers. *School Shop*, 1978, *38*(1), 35-36.

Guidelines for structuring successful inservice programs to train vocational teachers for working with special needs students include involving teachers in planning the program, specific course content, scheduling items, and needs assessment, and utilizing presenters whose experiences meet the need.

Kent, C. N. Mainstreaming in the shop class. *Industrial Education*, 1977, *66*(4), 24-26.

Suggestions are outlined to assist the teacher in assessing present curriculum, planning future activities, and improving the overall program for a heterogeneous grouping of students.

Koble, R. L. Educating the handicapped in industrial arts education. *Man/Society/Technology*, 1978, *37*(6), 10-12.

Discussed are the provisions of P.L. 94-142, their implication for industrial arts program development, instructional changes, curriculum, teacher preparation, and facilities.

Kolstoe, O. P. *Implications of research findings on vocational and career education for the mentally handicapped*. Columbus, OH: Ohio State University, Center for Research in Vocational Eduation, 1977. (ERIC Document Reproduction Service No. 147 637)

Research suggests what educators should be doing with the mildly retarded: (1) label them but not refer to them as "mentally retarded," (2) give them a highly structured program which recognizes their delayed readiness, (3) present materials in a competency-based individualized format, and (4) plan enrichment experiences.

Kozak, M. P. Theme: Special needs students. Topic II: Meeting the needs of special needs students through individualized instruction. Paper presented at the National Convention of the American Vocational Association Anaheim, CA, December 1979. (ERIC Document Reproduction Service No. ED 179 783)

Course objectives were written into class projects that provide for logical progression of learning. Lists of prescriptions that ranged in level of difficulty were made for every project.

Krueger, K. Project Mainstream: San Mateo Union High School District. San Maeto, CA: San Mateo Union High School District, 1979. (ERIC Document Reproduction Service No. ED 170 519)

This was a project designed to involve vocational teachers in intensive "hand-on" workshop activities to acquire information, materials and strategies for vocational instruction and support for students with special needs.

Krieger, M. M. W. Selected instructional techniques to create change of attitude toward blindness of pre- and inservice vocational home economics teachers (Doctoral dissertation, The University of Michigan, 1978). Exceptional Child Education Resources, 1979, 11, No. 4374. (University Microfilms No. 78 22938)

After a multimedia training program designed to familiarize teachers with techniques for teaching sewing to the visually handicapped and to enhance positive attitudes toward the handicapped, it was found that the teachers had a more positive attitude toward mainstreaming the blind.

Mainstreaming: It works! Normal, IL: Illinois State University, 1978. (Exceptional Child Education Resources, 1980, 11, No. 5317.) 9 minutes/color/carousel slide tray/cassette tape.

This presentation presents methods for effectively mainstreaming handicapped students in vocational education programs at the high school level.

Maloney, P. Resources for mainstreaming exceptional students in vocational education programs. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1978. (ERIC Document Reproduction Service No. ED 177 790)

The guide lists resources for providing vocational education to the handicapped. Entries are organized into four areas: exceptional students and vocational education, legal requirements, administrative concerns, and instructional concerns.

Maloney, P. & Weisgerber, R. Mainstreaming the handicapped in vocational education. Serving the communication impaired. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Service No. ED 142 749)

This module is designed to explain the meaning of a communication handicap, to present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction and to provide a listing of resource agencies and further readings.

Manzitti, E. T., Boratynski, F., & Rader, B. T. An evaluation of mainstreaming in vocational education programs in the state of Michigan. East Lansing, MI: Michigan State University, 1976. (ERIC Document Reporduction Service No. ED 132 767)

Findings indicated that the educable mentally impaired were mainstreamed at most of the locations, while the emotionally disturbed were mainstreamed least. The majority of regular classroom teachers had received some training to aid them in working with handicapped students. Parents and special education staff tend to be most supportive of mainstreaming.

McClellan, L. D., Nystrom, D. C., & Carroll, G. W., III. A transportable professional development module for mainstreaming students in vocational education. Louisville, KY: University of Louisville, no date. (ERIC Document Reproduction Service No. ED 172 003)

This module is designed to enable the teacher working in an actual school situation with a special needs learner to develop an individualized instruction program based on the diagnostic prescriptive teaching model.

McKinney, L. A. and Seay, D. M. Development of individualized education programs (IEPs) for the handicapped in vocational education. Columbus, OH: National Center for Research in Vocational Education, 1979.

This document discusses legislation, elements of the IEP, procedures and critical issues related to IEP development.

Meers, G. D. Handbook of special vocational needs education. Gaithersburgh, MD: Aspen Systems Corporation, 1980.

The books treat identification, characteristics, program, assessment, evaluation, and job placement.

Miller, J. I., Munson, H. L., Gargantiel, C. W. & Huang, J. Mainstreaming the deaf in occupational education: Knowledge and attitudes in the school environment. Paper presented at the Annual Meeting of the American Education Research Association, Toronto, Ontario, Canada, March 1978. (ERIC Document Reproduction Service No. ED 154 570)

This study examined the knowledge of deafness of 146 occupational educators and attitudes toward the deaf of 137 educators and 68 hearing students in occupational training.

Miller, J. K., Munson, H. L., Gargantiel, C. W. & Huang, J. Occupational training of the hearing impaired. *Exceptional Children*, 1980, *46*, 424-31.

The study explored and compared goal preferences of school administrators, pupil personnel services staff, instructors, students and parents (total = 307) involved with four programs that mainstream hearing impaired students in regular occupational education courses for half of each day.

Miller, J. K., Munson, H. L., Gargantiel, C. W., & Huang, J. *Philosophic considerations in mainstreaming the hearing impaired in occupational education programs. An empirically based discussion of goals and objectives*. Paper presented at Ontario, Canada, March 1978. (ERIC Document Reproduction Service No. ED 154 571)

Described is a study of the philosophical basis for mainstreamed occupational center programs for hearing impaired secondary students; 307 educators, parents of handicapped students and handicapped students were interviewed.

Miller, P. W. Industrial arts--an education for the visually impaired. *Man/Society/Technology*, September/October 1978, 8-11.

The author offers some suggestions for teaching the visually handicapped with implications for industrial arts. Only minor changes are needed for mainstreaming these students; the teacher's attitude is a vital factor.

Miller, P. W. & D'Amore, A. Mainstreaming: Implications for the industrial education teacher. *Man/Society/Technology*, September/October 1979, pp. 10-12.

This article focuses on changes that have occurred in education of the handicapped: review of recent federal legislation, discussion, and summarization of Bloom's learning theory.

Moss, J. W. *Postsecondary vocational education for mentally retarded adults*. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children, 1980. (ERIC Document Reproduction Service No. ED 188 379)

The author describes a program at the University of Washington in which 63 retarded adults were trained as food service workers. The project was replicated in a collaborative arrangement between a sheltered workshop/activity center and local hospital.

Moynahan, T. Vocational education and the handicapped. *Today's Education: Social Students Edition*, April/May 1980, pp. 47-48.

The author describes student benefits of vocational education for the handicapped in terms of motivation, direction, self-confidence, pace of classes, and accessibility of courses.

Munson, H. L., & Miller, J. K. *Mainstreaming secondary level deaf students in occupational education programs*. Rochester, NY: Rochester University of New York, Graduate School of Education and Human Development, 1979. (ERIC Document Reproduction Service No. ED 184 287)

This final report details 10 objectives in a study of mainstreaming secondary level deaf students in occupational education programs.

Munson, H. L. & Miller, J. K. *Mainstreaming secondary level deaf students in occupational education programs*. Rochester, NY: University of Rochester, Graduate School of Education and Human Development, 1979. (ERIC Document Reproduction Service No. ED 182 877)

Suggestions were made regarding mainstreaming, vocational learning maturation, the cognition of work, developing IEPs, gearing up staff, serving mainstreamed students, collaborating with parents, and providing transition from school to work.

National Center for Research in Vocational Education. *"It isn't easy being special" --Here are programs that work: Selected vocational programs and practices for learners with special needs*. Columbus, OH: Author, 1979.

This document provides a profile of sixteen selected programs that meet the needs of special learners.

National Center for Research in Vocational Education. *"It isn't easy being special"--Let's work together: Intervention strategies for learners with special needs*. Columbus, OH: Author, 1979.

Strategies are delineated for teachers, administrators, counselors and parents to use in meeting the unique needs of special learners.

National Center for Research in Vocational Education. *"It isn't easy being special"--Resources: Agencies and organizations that serve special needs learners*. Columbus, OH: Author, 1979.

This document identifies *key* contacts that can assist educators and others concerned with bilinguals, gifted and talented, handicapped, the incarcerated, and other special populations.

National Center for Research in Vocational Education. *"It isn't easy being special"--Resources: Materials for special needs learners*. Columbus, OH: Author, 1979.

This document provides a comprehensive bibliography of resource materials for twelve different special needs populations.

Oppert, J. R. Teaching vocational skills to the handicapped--An interview with Marc Gold. *Illinois Teacher of Home Economics*, 1975, *19*, 94-7.

The researcher discusses his concepts and procedures' implications for home economics teachers. Breaking complex tasks into simple instructional components so handicapped students can master them is suggested. Specific examples are given.

Phelps, L. A. Vocational education for special needs learners: Past, present and future. School Psychology Digest, 1977, 7(1), 18-34. (Exceptional Child Education Resources, 1979, 11, No. 997.)

The author cites recent legislation and describes existing barriers that impede the mainstreaming of handicapped students. Elements of exemplary programs are listed.

Phelps, L. A. & Batchelor, L. J. Individualized education programs (IEPs): A handbook for vocational educators. Columbus, OH: National Center for Research in Vocational Education, 1979.

This document provides an overview of IEP requirements and procedures and describes the role vocational educators can play in formulating and implementing IEPs.

Phelps, L. A. & Wentling, T. L. A proposed system for the indentification, assessment and evaluation of special needs learners. Journal of Industrial Teacher Education, 1977, 14(3), 19-35.

Presented is a four-phase-model system of evaluation activities important to mainstreaming special needs learners into regular vocational and technical education.

Pitt, R. & Thomas, E. (Comps.). A review of related literature concerning components of systems and studies that impact on identification and selection of EMRs and slow learners for vocational programs. Mississippi State: Mississippi Research and Curriculum Unit for Vocational and Technical Education, 1977. (ERIC Document Reproduction Service No. ED 160 817)

Part two contains annotated references related to vocational education methods and general methods used with mentally retarded and slow learning students.

Porter, E., Spruiell, P. R., Wyatt, M. C. & Warden, J. A. Mainstreaming: Visually handicapped students. Journal of Home Economics, 1978, 70(2), 34-38.

Suggestions for presenting instructions and adapting equipment for cutting and sewing garments are presented.

Post, J. O., Jr., & Petzy, V. J. A career accessibility model for special needs individuals. Career Education Quarterly, 1977, 2(4), 6-14.

Described is a career accessibility model research project to develop a job experience and placement program for educable retarded secondary students.

President's Committee on Employment of the Handicapped. Resources for the Vocational Preparation of the handicapped. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, no date.

This document describes materials in special education, vocational education and vocational rehabilitation services. A letter code is provided to help the reader quickly identify the subject area(s) of the materials.

Project STRETCH: Career education. Atlanta, GA: Metropolitan Cooperative Service Agency, 1976. (Exceptional Child Education Resources, 1978, 10, No. 3121.)

The role of the teacher in developing self-concept and techniques for facilitating career education with exceptional children are explored.

Redick, S. S., & Lazzell, K. M. The handicapped: Our mission. Washington, D.C.: Home Economics Education Association, 1978. (ERIC Document Reproduction Service No. ED 188 356)

The role of home economics education in serving mainstreamed handicapped children is examined. Suggestions for teaching mainstreamed students are discussed. A second section deals with attitudes toward disabled and handicapped students and includes such information as causes and effects of disabilities, resources and agencies.

Reynolds, M. C. Career education and mainstreaming. Journal of Career Education, 1978, 5(1), 4-15.

Topics of concern in restructuring schools and programs include individual assessment and placement, consultation, social skills, and programmatic accommodations.

Riggers, M. Accepting learning difficulties. Illinois Teacher of Home Economics, 1975, 19(2), 63-64.

Mainstreaming is appropriate to home economics where independent living skills are taught. Specific special education concept guidelines necessary for curriculum design changes are offered.

Roiter, J. L. An assessment of mainstreaming competency importance and ability ratings as perceived by Michigan Area Vocational Center teachers (Doctoral dissertation, Michigan State University, 1979). Exceptional Child Education Resources, 1981, 12, No. 5156. (University Microfilms No. 8006185)

Mainstreaming competencies were rated as being important by 73% or more of the 80 vocational center teachers surveyed, and 47 of the 52 mainstreaming competencies had less than 50% of the respondents in the "can do well" category of perceived ability.

Rumble, R. R. A survey of the attitudes of secondary vocational cluster teachers toward the mainstreaming of handicapped learners. Portland, OR: Portland Public Schools, 1978. (ERIC Document Reporduction Service No. ED 162 478)

One hundred twenty vocational cluster teachers completed a questionnaire on their attitudes toward the integration of handicapped students into vocational education. There was a clear relationship between contact with the handicapped and teacher comfort.

Rumble, R. R. A synthesis of information obtained from a literature review and field research activities regarding the mainstreaming of handicapped learners in vocational education. Portland, OR: Portland Public Schools, 1978. (ERIC Document Reproduction Service No. 162 476)

This report synthesizes findings from a literature review (vocational education) and an organizational capacity study of the Portland Oregon School District.

Rumble, R. R. Mainstreaming the handicapped in vocational education. Portland, OR: Portland Public Schools, 1978. (ERIC Document Reproduction Service No. ED 162 475)

Presented is a literature review and responses by 16 secondary school curriculum leaders.

Rumble, R. R. Vocational education for the handicapped. Clearing House, 1978, 52, 132-135.

The major characteristics of successful in-school vocational education programs for the handicapped have already been identified. The most formidable problems in implementing P.L. 94-142 may be changing teachers' attitudes.

Rumble, R. R. A vocational education research program in the Portland Public School District. Portland, OR: Portland Public Schools, 1979. (ERIC Document Reproduction Service No. ED 183 941)

The project was conducted to enable the Portland School District to fully implement individualized vocational education programs for the handicapped. Several publications on guidelines for mainstreaming handicapped students into vocational programs were produced.

Schultz, J. B., Kohlman, E., & Davisson, J. *Assessment of learning centers as a teaching/learning strategy in mainstreamed classes.* Paper presented at the Annual Meeting of the American Education Research Association, Toronto, Ontario, Canada, March 27-31, 1978. (ERIC Document Reproduction Service No. ED 170 327)

The relative effectiveness of three plans of implementing group learning centers in home economics classes was compared. Cognitive growth occurred for both average and mildly disabled students in all three plans.

Schultz, J. B. & Rougvie, B. S. *Group learning centers. Illustrated for home economics. A strategy for use in classes mainstreaming disabled students*. Ames, IA: Iowa State University, 1977. (ERIC Document Reproduction Service No. ED 156 846)

The guide provides assistance for home economics teachers working with mildly disabled students in a mainstreamed class. Part I outlines the objectives, generalizations, and basic concepts of the learning center module. Part IV includes instructional materials for students and teachers respectively.

Schultz, J. B. & Rougvie, B. S. *Procedures for teaching skills for living in classes where mildly handicapped pupils are integrated with nonhandicapped pupils*. Ames, IA: Iowa State University, 1977, (ERIC Document Reproduction Services No. ED 156 847)

Group learning centers were selected as an effective teaching-learning strategy for use in the mainstreamed classroom. Data revealed that cognitive growth occurred for both the typically and mildly mentally disabled students and that attitudes toward the learning center strategy were generally positive.

Schwartz, S. Special education joins the mainstream. *Florida Vocational Journal*, 1978, *3*(9), 23-26.

The author presents legislative information for vocational educators and discusses current skills. He concludes by describing a workshop designed to meet the needs of these teachers.

Schwartz, S. E. *Mainstreaming handicapped students into the regular classroom*. Gainesville, FL: University of Florida, 1977. (ERIC Document Reproduction Service No. ED 153 044)

This booklet suggests that the outcomes of handicapped pupils mainstreamed into regular vocational programs differ only slightly from those of nonhandicapped individuals.

Sloan, R. C. Opinions of Michigan Vocational Education Administrators toward mainstreaming handicapped students in vocational instruction programs (Doctoral dissertation, Michigan State University, 1979).

Exceptional Child Education resources, 1981, *12*, No. 5118. (University Microfilms No. 8001591)

This study revealed that age, type of position held, size of administrative unit, sex, academic preparation, and tenure had very little relationship to opinions expressed about mainstreaming handicapped students in vocational preparation programs; and that nearly one-third of vocational administrators expressed lack of sufficient knowledge about mainstreaming.

Smith, C. *Mainstreaming the handicapped in vocational education. Serving the mentally retarded*. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Services No. ED 146 767)

This module is designed to define terminology, to present guidelines for establishing and implementing individualized instruction, and to provide resources.

Snider, R. C. Can we go back to the basics in the mainstream with career education for the handicapped? *Journal of Career Education*, 1978, *5*(1), 16-23.

The article considers reasons for teacher disenchantment with the rhetoric of career education for the handicapped in the mainstream and presents some teacher concerns about the purposes of education.

Spencer, J. & Lohman, J. Mainstreaming the handicapped in home economics. *Forecast for Home Economics*, October 1977, p. 66.

Techniques to integrate handicapped students into the home economics classroom with the help of a home economics teacher, a special education teacher and a "buddy" in the class working with the handicapped are discussed.

Stowell, M. A. *Handicapped learner participation in vocational education: A report on student, parent, and teacher interviews*. Portland, OR: Portland Public Schools, 1978. (ERIC Document Reproduction Service No. ED 162 479)

This report presents the results of interviews with orthopedically handicapped and visually impaired students, their parents, and special education teachers and counselors.

Sullivan, J. A. Who are the special needs students and how can special education and industrial education work together and help them? *Journal of Industrial Teacher Education*, 1978, *15*(2), 42-29.

The author discusses special needs learners in terms of who they are, how they can be identified, and how the special and vocational educator can cooperate to help serve their career development needs.

Supportive services for special needs students in mainstreamed vocational education programs: Guidelines for implementation. Amherst, MA: National Evaluation Systems, Inc., 1979. (ERIC Document Reproduction Service No. ED 174 836)

These guidelines suggest ways for improving the vocational education of mainstreamed students by providing supportive services to best meet the needs of the visually handicapped, orthopedically impaired, seriously emotionally disturbed, or learning disabled. The first section treats identification and prescriptions. Section two treats instructional supportive services and the role of the vocational instructor. Section three treats the relationship of guidance and counseling services and the role of the vocational instructor.

Supportive services for special needs students in mainstreamed vocational programs. Amherst, MA: National Evaluation Systems, Inc., 1979. (ERIC Document Reproductions Service No. ED 174 835)

This project was designed to develop guidelines which would give direction to local school personnel in the implementation of supportive services for the special needs population participating in regular vocational education programs.

Tarrier, R. B. Mainstreamed handicapped students in occupational education: Exemplary administrative practices. New York City: Institute for Research and Development in Occupational Education, 1978. (ERIC Document Reproduction Service No. ED 154 163)

This paper discusses a study conducted in New York State to identify the administrative factors and or practices that contribute to successful high school programs of mainstreaming the handicapped and to develop a working report that identifies these factors to aid occupational administrators and supervisors in planning and evaluating programs.

Thornton, L. J. (Ed.). Directory of resources for vocational teachers of special needs individuals. Harrisburg, PA: Pennsylvania State Department of Education; Pennsylvania State University, University Park College of Education, 1980. (ERIC Document Reproduction Service No. ED 190 540)

This resource guide is divided into three divisions based on the location of materials: (1) materials on file in the Division of Occupational and Vocational Studies, (2) information available in the library at Pennsylvania State University, and (3) documents available from the ERIC system.

Tindall, L. W., & Gugerty, J. J. Least restrictive alternative for handicapped students. Columbus, OH: National Center for Research in Vocational Education, 1979. (ERIC Document Reproduction Service No. ED 173 533)

This paper examines the least restrictive alternative for handicapped students as it applies to vocational education and provides representative models of service delivery systems.

Troxell, J. E. & Sarandoulias, L. Getting students into the mainstream. School Psychology Digest, 1977, 7(1), 45-48. (Exceptional Child Education Resources, 1979, 11, No. 1001.)

This article describes a handicapped vocational school system whose program involves a process of evaluation and orientation, attitudinal development, basic skill training, and re-evaluation.

University of Florida. Another step forward. Columbus, OH: National Center for Research in Vocational Education, 1978.

This is a set of five booklets that was developed to assist in the successful integration of mentally and physically handicapped students into the classrooms. The titles are: "Mainstreaming handicapped students into the Regular Classroom," "Characteristics of handicapped Students", "A System of Management," "Evaluation and Placement", and "Architectural Considerations for a Barrier Free Environment."

Walker, C. W. What's happening in New Jersey? Today's Education: Social Studies Edition, April/May 1980, pp. 49-52.

Answers are provided to questions received by the New Jersey Education Association concerning placement of handicapped students in vocational classes. Questions involved wording of P.L. 94-142, class size, and proper training for teaching the handicapped.

Washburn, W. Vocational mainstreaming: A blue print for training learning handicapped young adults. Novata, CA: Academic Therapy Publications, 1979.

Teaching techniques are suggested in the areas of physical, social-emotional, oral language, auditory, visual and arithmetic skills.

Weisgerber, R. Mainstreaming the handicapped in vocational education. Developing a general understanding. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Service No. ED 142 769)

This module acquaints vocational educators at the secondary level with the ethical and legal rights of the handicapped to vocational services; acquaints vocational educators with components of the individualized program.

Weisgerber, R. Mainstreaming the handicapped in vocational education. Serving the orthopedically handicapped. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Service No. ED 142 748)

This module is designed to explain what orthopedically handicapped means and to explore the range of vocational capabilities and ways the vocational educator can help these students develop their full vocational potential. The vocational educator is presented with guidelines for establishing and carrying out a plan of individualized instruction. Provided is a listing of resource agencies and further readings.

Weisgerber, R. (Ed.) *Vocational education: Teaching the handicapped in regular classes*. Reston, VA: Council for Exceptional Children, 1978. (ERIC Document Reproduction Service No. ED 159 852)

This book provides vocational teachers with inservice on practical knowledge and work skills for working with mainstreamed handicapped students.

Wentling, T. L. & Phelps, L. A. An interview with Rupert N. Evans and Maynard C. Reynolds. *Journal of Industrial Teacher Education*, 1977, *14*(4), 9-18.

A vocational educator and a special educator respond to nine questions concerning intercommunication between vocational and special educators in accommodating the handicapped and disadvantaged.

Whiteford, E. B. *Special needs students in regular home economics programs: 1976 survey of selected Minnesota secondary teachers*. St. Paul, MN: University of Minnesota, Division of Home Economics Education, 1976. (ERIC Document Reproduction Service No. 131 277)

Included in the appendices is a list of modifications in home equipment reported by the teachers.

Whiteford, E. B. *Special needs students in regular home economics programs: 1977 report of Minnesota secondary in-service teacher education*. St. Paul, MN: University of Minnesota, Division of Home Economics Education, 1976. (ERIC Document Reproduction Service No. 147 556)

This was a pilot program designed to help teachers become aware of their personal teaching styles, learn to match teaching style with learning styles of students, to adapt instructional materials, etc.

Whiteford, E. B. & Anderson, D. H. The mainstreaming of special needs students: Home economics teachers are coping. *American Vocational Journal*, 1977, *52*(5), 42-44.

The results of a needs assessment survey are reported in this article. Results are reported in terms of enrollment figures, meeting instructional needs, space, and equipment, preparation of teachers, and attitudes and opinions.

Whiteford, E. B. & Peters, N. *Individualized instructional materials for special needs students in junior high school home economics programs*. Mineapolis-St. Paul, MN: Minnesota University, Department of Vocational and Technical Education, 1979. (ERIC Document Reproduction Service No. ED 177 327)

Two individualized units of study are presented. For each objective there are suggested activities to be used in the learning center. Student instructional materials for each activity are included.

Williams, M. J., Frost, K., & Tracy, A. *A curriculum guide for industrial arts activities for children with emotional problems*. New Britain, CT: Central Connecticut State College, 1976. (ERIC Document Reproduction Service No. ED 134 677)

The course guide was developed to provide industrial arts instructors with some understanding of emotional disturbances and remedial objectives which can be stressed with mainstreamed emotionally disturbed children through industrial arts activities.

Working on working. Washington, D.C.: National Audiovisual Center, 1980. (*Exceptional Child Education Resources*, 1981, *12*, No. 5019.) 28 min/sound/color/16mm videocassette

The film focuses on methods for mainstreaming handicapped students in secondary vocational education programs. Attitude formation is stressed, and innovative approaches for mainstreaming vocational education programs are included.

SUPPLEMENT

Attitudes

Gear, G., Peat, I., Sprain, T., Butler, K., & Donaldson, C. *Randy: The learning disabled child in your classroom*. Birmingham, AL: The University of Alabama at Birmingham, The Interrelated Teacher Education Project, 1979. (ERIC Document Reporduction Service No. ED 176 454)

Sections address the following areas: characteristics, educational assessment, effective teaching methods and resources on learning disabilities.

Gear, G., Peat, I., Sprain, T., Donaldson, C., & Butler, K. *Billy: The visually impaired child in your classroom*. Birmingham, AL: The University of Alabama at Birmingham, The Interrelated Teacher Education Project, 1979. (ERIC Document Reproduction Service No. ED 176 456)

Sections address the following areas: characteristics, identification and signs of visual problems, the vision specialist and assessment team, behavior patterns, and special equipment and resources.

Harasymiw, S. J. and Horn, M. D. Integration of handicapped child: Its effect on teacher attitudes. *Education*, 1975, *96*, 153-58.

This study investigated the effect of a program designed to prepare teachers for integrating handicapped students into the regular class.

Robinson, R. E. Teachers' attitudes toward and knowledges of mainstreaming handicapped children (Doctoral dissertation, Southern Illinois University at Carbondale, 1977). *Exceptional Child Education Resources*, 1977, *11*, No. 1622. (University Microfilms No. 7804305)

From a study involving 27 special and regular educators attending in-service workshops it was concluded that significant predicator variables could be used to select participants for participation in the workshops on the least restrictive alternative placement of handicapped children, and enable the workshop leader to emphasize specific content areas on the basis of needs of the participants.

Sokoloff, M. Where can I turn? Educational resources for effective mainstreaming. *Media and Methods*, March 1981, pp. 13; 17.

A list of fiction and non-fiction books designed for students to use on their own in groups or with an adult for junior and senior high students is provided. The purpose is to facilitate positive interaction.

Cooperative Relations

Meyers, R. Something special. Journal of Teacher Education, 1978, 29(6), 9.

Successful implementation of a mainstreaming program will require cooperation between the regular classroom teacher and the special education teacher.

Exceptionalities

De Salle, J. M. and Ptasnik, J. Some problems and solutions: High school mainstreaming of the hearing impaired. American Annals of the Deaf, 1976, 121, 533-36.

The evolution of educational opportunities for the high school age hearing impaired of El Paso, Texas over a four-year period is discussed.

General

Harlow, S. D. Special education: The meeting of differences. Grandforks, ND: North Dakota University, 1975. (ERIC Document Reproduction Service No. ED 131 631)

This is a critical essay which explores special education assumption and practices as well as their effects on children. Special education is viewed in the larger picture of the schooling process.

Model Programs

Warrick, D. B., Isaacson, S., Jenkins, R., & Simmons, V. Mainstreaming: The educational resource centers model. Medford, OR: Jackson County Education Service District, 1978. (ERIC Document Reproduction Service No. ED 169 744)

This is a report on the Educational Resource Centers model program in Jackson County, Oregon which fosters mainstreaming of mildly handicapped elementary and secondary students. The bulk of the report is concerned with program operations.

Personnel: Administrators

Rumble, R. R. The "Education for All Handicapped Act." Teacher attitudes and the school administrator, Illinois School Journal, 1980, 59(4), 18-24.

Educators should look beyond quantitative measures of intelligence and consider learning styles and abilities. Attitudes of teachers and knowledge ability of administrators are both essential elements for the successful integration of handicapped learners into the regular classroom.

Vergason, G. A., Smith, F. V., Jr. and Wyatt, K. E. Questions for administrators about special education. *Theory into Practice,* 1975, *14*, 99-104.

Presented are questions and responses about the administrotor's role in special education matters, particularly concerning mainstreaming efforts and the right to education mandates.

Vocational Education

Brolin, D., Magnuson, C., Schneider, C., & West, L. *Mainstreaming handicapped students in vocational education: An administrator's guide*. Jefferson City, MO: Missouri State Department of Elementary and Secondary Education, 1978. (ERIC Document Reproduction Service No. ED 170 451)

Eight sections of information concerning vocational education for handicapped students are provided in this guide for administrators of vocational education programs. A list of national organizations is included.

National Center for Research in Vocational Education. *"It isn't easy being special"--Let's find the special people: Identifying and locating the special needs learners*. Columbus, OH, Author, 1979.

This document discusses how to determine program accessibility, assess performance and do follow-up activities for special needs learners.

San Mateo Union High School District. *Project Mainstream: San Mateo Union High School District*. San Mateo, CA: Author, 1979. (ERIC Document Reproduction Service No. ED 170 519)

This project was designed to involve vocational teachers in intensive "hands-on" workshop activities to develop information, materials, and strategies for vocational instruction and support for students with special needs.

Weisgerber, R. *Mainstreaming the handicapped in vocational education. Developing a plan for action*. Palo Alto, CA: American Institutes for research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Service No. ED 142 747)

This module is intended as a practical tool useful for instructing one or more handicapped students, along with nonhanidcapped students, in regular vocational classes. Each page represents a step in the process.

Weisgerber, R. A. and Smith, C. A., Improving vocational education services for handicapped students. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977. (ERIC Document Reproduction Services No. ED 142 774)

Seven modules were developed for training vocational educators to work with the handicapped.